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Vol. XIX, No. 1

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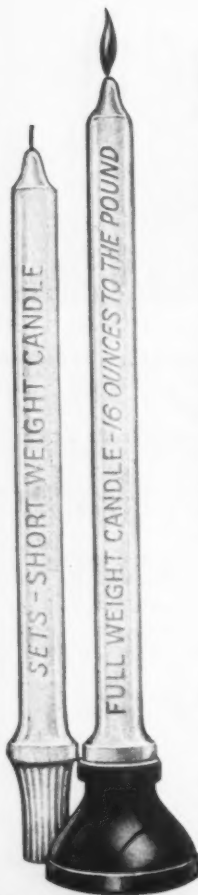
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Contributors to This Issue

Rev. Felix N. Pitt, Ph.D.

Father Pitt, secretary of the Catholic School Board, Louisville, whose article in this issue begins the report of the N.C.E.A. Committee on Schoolhouse Planning and Construction, was educated at St. Meinrad, Ind., College, St. Mary's Seminary (A.B., 1916, and M.A., 1917), the Catholic University of America, Notre Dame, and the University of Fribourg, Switzerland, from which he received his doctorate. Ordained in 1920, he has been secretary of the diocesan school board since 1925. Author of *A Study in Political Philosophy*, he has contributed to *America*, *Catholic Educational Review* and other periodicals.

Sister M. Helen Ann, S.L.

Sister M. Helen Ann requires no introduction to our readers, who know her well from previous kindergarten articles. She has been a teacher in the Catholic schools of St. Louis for nine years.

Most Rev. William O. Brady, D.D., S.T.D.

His Excellency, Most Rev. William O. Brady, has been Bishop of Sioux Falls since 1939. A native of Fall River, Mass., he was educated at St. Charles College, Catonsville, Md., St. Mary's Seminary, Baltimore (A.B., 1917, M.A., 1918), Sulpician Seminary, Catholic University (M.A., S.T.B., 1924), *Collegio Angelico*, Rome (S.T.L., 1925, S.T.D., 1926). He was ordained at Fall River in 1923, was professor of moral and pastoral theology at St. Paul, Minn., Seminary of Logic and Ethics, and St. Catherine's College, head of the department of religion at St. Joseph's Academy, and professor of ethics at St. Paul Diocesan Teachers College. His Excellency was archdiocesan master of sacred conferences, *officialis curiae* of St. Paul, and rector and treasurer of St. Paul Seminary before his elevation to the hierarchy at Sioux Falls, S. D.

Sister Blanche Marie, Ph.D.

Sister Blanche Marie is professor of history and chairman of the department at the College of Saint Elizabeth, Convent Station, N. J., of which she is an alumna (A.B.). Next she attended Columbia University (A.M.) and Catholic University of America, for her doctorate. Sister also lectures on history in the urban division of Seton Hall College. She is a member of the American Catholic Historical Association, the American Historical Association and the Academy of Political Science. She is the author of *American Catholics in the War with Mexico* and, with Mary G. Kelty, of the *American Series* (Early

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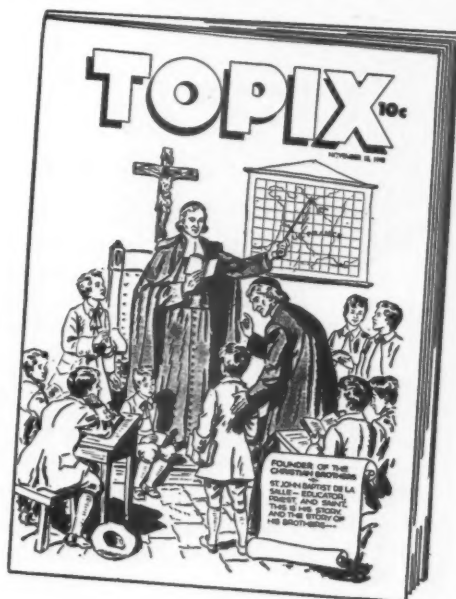
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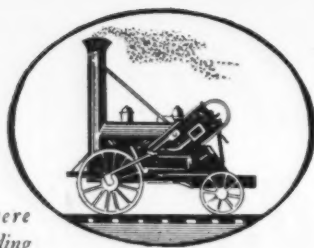
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Our New Volume

OUR trip to San Francisco as a delegate to the N.C.E.A. convention, Easter week, 1948, brought us firsthand knowledge of the fine reception that our change in name and format had received from Catholic educators. Almost without exception, teaching Brothers and Sisters professed to be well pleased with the new dress and the new title, *THE CATHOLIC EDUCATOR*. The editor commonly knows very little of the geographic spread of the subscription list to his magazine; we were pleased to find so many subscribers and readers in the vigorous West. Our new policy of accepting "contributions in all fields of interest to Catholic teachers" has given *THE CATHOLIC EDUCATOR* strong appeal to Catholic school administrators and teachers of every level. It is consistent for us to maintain that our chief and primary interest is the teaching of religion, for religion is the core-subject of the Catholic school curriculum. This must be true in the Catholic college as well as in the Catholic kindergarten; the tremendous sacrifice which the Catholic public makes to maintain a separate system of education is the best witness to this common Catholic conviction. If there is one thing above another that the Catholic educator desires to achieve, it is to give impetus and guidance to the teaching of religion.

During the past year a communication from the Gold Coast, Africa, brought us word that the missionaries in that territory welcomed our successive issues as a help to them in their work. We know that our pages are eagerly read in the missionary areas of China, and just last week came a demand to enter a subscription for an American priest working in Guam. Though our pages are now open to contributions in Catholic philosophy, Catholic history, and in the field of Catholic culture in general, we rest confident that *THE EDUCATOR* will lose none of its appeal to the hard-working teachers in the missionary regions of the Catholic world. Catholic culture is a universal thing. That which helps the Catholic teacher in New York or Los Angeles, in the Middle

West or in the Deep South, will help also the humble missionary Brother or Sister dedicating his or her life to the spread of the Gospel of Jesus Christ in Africa or in the Orient. This thought is our inspiration; we dedicate our pages to this ideal.

This opening editorial should contain at least some short sketch of the good things to come. Monsignor Paul J. Glenn, rector of St. Charles Seminary, Columbus, will continue his series of articles on practical ethics. Readers of Volume XVIII will remember his "Meaning and Scope of Ethics," "Human Acts," "Purpose of Human Acts," and "Norms of Human Acts." Dr. Thomas J. Quigley, superintendent of Catholic schools, the Diocese of Pittsburgh, addresses himself once more to the important field of child health, and this opening number of the present volume, Volume XIX, carries his "Americanism and Health Education." From time to time, he will turn aside to give Catholic teachers constructive guidance in the use of audio-visual aids. Doctor George Carver, of the University of Pittsburgh, who gave us in April, 1948, the stirring story of the rise of Bishop Ullathorne of Birmingham "from cabin boy to Catholic Bishop," will during the present year sketch for us the careers of Wiseman, Manning, Acton, and other characters prominent in the second spring of Catholicity in England. Our October, 1948, issue will include Doctor Hugh Graham's account of the eminent Swiss educator, Père Girard. The stories of these great teachers of other countries and other times carry vigorous stimulation to today's teachers, whose work is built on the same great tradition and the same memorable charter: "Going therefore, teach ye all nations" (Matt. 28, 19).

The Most Reverend William O. Brady, Bishop of Sioux Falls, has graciously sent us a discussion of Religious Emphasis Week at the University of South Dakota. We are honored to present His Excellency's views, beginning in this opening number of the present volume, and next month. Sister Blanche Marie, College of St. Elizabeth, Convent Station, New

Jersey, gives us the opening installment, also in this issue, of a series on "The Catholic Tradition in History." A new name will appear in the October issue of *THE EDUCATOR*, the Reverend Joseph D. Munier, Ph.D., of the faculty of St. Patrick's Seminary, Menlo Park, California. Doctor Munier has some disturbing things to say to those teachers who have accepted regimented performance as vital participation in the Mass. We expect those who have unthinkingly followed a growing tradition in this matter to bristle with indignation. Our Correspondence column is open to debate; in fact, we feel that a little free discussion will help to clarify our thinking in this and other fields. A short but timely article comes from the Reverend Ralph J. Dyer, S. M., of St. Meinrad's Seminary, St. Meinrad, Indiana. He chooses the catchy title, "Sorry, Lady, We Were There First," for his little essay in answer to a writer in a recent number of *The Reader's Digest*. Only the fact that we do not publish in July and August has deferred it to the September issue.

Busy teachers are quite commonly the best writers. Brothers U. Alfred, F.S.C., and F. Joseph, F.S.C., have submitted contributions that will appear in coming issues of *THE EDUCATOR*. Brother Lawrence Ephrem, F.M.S., and Brother Basil, F.S.C., will, somewhere in Volume XIX, present sequels to previous articles of theirs. We urge teaching Sisters to give their ideas and the fruit of their experience to our readers.

Those interested in the kindergarten will welcome additional articles from Sisters M. Clara, Helen Ann, S.L., and Augusta Marie, and from Miss Kathleen McSweeney, all of whom have had close contact with pre-school children over a number of years. Elementary teachers will learn much about the always interesting topics of prayer and guidance from the September article on the former, by Sister M. Olivia, O.S.F.; Sisters M. Rose Patricia, O.P., Rosaleen, C.-S.J., and Stella Regina, S.S.J. address themselves to one or the other in the October number. Sister M. Wilfrid, O.S.F., and Sister M. Redempta, O.S.F., have come forward with "Nursery Rhymes and Religion" and "Reading Tables of Our Lady's Feast Days," scheduled for the elementary department in November. In December elementary teachers will find "These Other Christs," "Christ and the Vine," and "The Child's Voice," from the pens of Sisters Marilyn, M. Emmanuel, and M. Philomene, O.S.F., respectively.

Sister M. Alexia, O.M., will have words of advice for teen-agers and their teachers in an early issue. Doctor Munier's article, mentioned above, has an appeal to teachers of religion at every level but is of special interest to secondary teachers, struggling to give the adolescent a love of the Holy Sacrifice that will abide with him for life. Sister M. Vincentia's, C.S.J., "Teaching Christ to High School Students"

is likewise of general interest, but it is a *must* for the secondary teacher and not without value to the puzzled parents of adolescent boys and girls. We apologize for withholding for so long a time Sister Edward's, O.S.F., "Your Problem and Mine," now scheduled for December; we can plead only the pressure of balance and the limitations of space in our issues.

We rate as of special appeal to college teachers Sister Blanche Marie's "The Catholic Tradition in History," Sister M. Ellen O'Hanlon's, O.P., "The Direct Social Significance of the Sacraments," Sister M. Aloisia's "Theology in the College," and Doctor C. C. O'Brien's "Educational Research." These four articles will appear successively in our first four issues, September through December. Sister M. Thomas Aquinas Carroll will follow her series on Venerable Bede with a number of articles on the teaching of history in the Catholic college. Doctor Carl P. Hensler will analyze the hypocrisy of communism and the dangers of secularism, topics of keen interest to college teachers, and not without the note of timeliness for teachers at other levels. Another old friend, a teacher of experience, the Reverend Edwin J. Weber, S.M., offers essays on "Pessimism in the Classroom" and "Optimism in the Classroom," and a discussion entitled "Can We Follow Instructions?" The distracted teacher is at times more inclined to pessimism than to optimism, and is fully convinced that no high school student can follow the simplest of instructions or directions, but there is room for hope and optimism, says Father Weber. Father Valentine Long's "Woman's Debt to the Faith" is an essay on what the teaching of Christ has done for women. Again we explain that the factors of balance and space have unduly delayed its publication. The author plans development of this essay for publication in book form.

Finally, *THE EDUCATOR* will carry in the present volume the Report of the N.C.E.A. Committee on Schoolhouse Planning and Construction. The Committee has been at work on this report for two years since its appointment by the Right Reverend F. G. Hochwalt, secretary-general of the N.C.E.A. The first unit, "Site and Building," by Doctor Paul E. Campbell, editor of *THE EDUCATOR*, appeared in *The Homiletic and Pastoral Review*. The second unit, "Academic Classrooms," is the work of the Reverend Felix N. Pitt, Ph.D., secretary of the Catholic School Board, Louisville. The Reverend T. Leo Keaveny, Ph.D., superintendent of Catholic schools in the Diocese of St. Cloud, Minnesota, has prepared the third unit, "Special-Purpose Rooms," including science rooms, art rooms, and shops. The Reverend John J. Voight, A.M., Ed.D., superintendent of Catholic schools in the Archdiocese of New York, is the author of the fourth unit, "General-Purpose

(Continued on page 16)

ACADEMIC CLASSROOMS

First in the Series from the Report of the N.C.E.A. Committee on Schoolhouse Planning and Construction

By Rev. FELIX N. PITT, Ph.D.

Secretary, Catholic School Board, Louisville, Kentucky

THE most important room in any school building is the classroom. It is in the classroom that most formal education is carried on whether it be in an elementary or a secondary school. It is here too that the pupil spends practically all his time during school hours. Hence, the importance of a well-located, carefully planned, and properly equipped classroom. When one contemplates building a house, the number of persons to be accommodated and the activities which are to take place in each room such as the kitchen, dining room, etc., enter into the planning. Likewise in planning a classroom, the number of pupils to be served, the program of education to be carried on, its organization and administration must be given careful thought. In an elementary school there are three groups of children to be considered: the kindergarten, the primary pupils, and the children in grades three to eight. If a junior high school is involved, then the elementary grades are from one to six, inclusive. Classrooms, specifically planned for these three groups, will have some decided differences, at least in their interior arrangement. The general construction, however, of all academic classrooms is essentially the same.

Classrooms should be given preferred location from the point of view of daylight illumination.

Hence, the orientation of the building is important. The amount of sunlight available will differ in different sections of the country and in different localities. This requires study and investigation. For example, in Upper Marlboro, Prince George County, Maryland, it was determined mathematically and by scientific investigation that at 40° north latitude, a larger degree or satisfactory natural illumination was available through southwest orientation than was provided by any other orientation. Hence, the orientation of all classrooms in that locality should be to the southwest. Where there is no means of scientific investigation, the general rule is that a direct southern exposure should be avoided due to excessive sunlight and heat. Northern exposure, except in extreme southern regions, is not desirable for regular classrooms due to total absence of sunlight. The majority of classrooms should face approximately east and west.

SIZE AND PROPORTION

There is actually no definite or invariable standard size for all classrooms. The size should be governed by a number of factors. One factor is natural lighting in all parts of the room. The general rule here is that the width of the room should not be greater than twice the dis-

tance from the floor to the top of the windows. Some authorities say the length of the room used for recitation purposes should not exceed 30 feet, so that pupils in the rear of the room will not have difficulty in hearing and seeing the activities in the front. The West Virginia Code states that "a minimum of 30 feet in length shall be allowed in a room accommodating 30 to 35 pupils. At least 8 feet of clear space from the front of the classroom to the first row of seats should be allowed, and at least three feet from the back of the room to the back of the seats in the last row." The same code also demands that "in general 20 square feet of floor space per pupil should be provided. The ceiling height of a regular classroom shall not exceed 12 feet nor be less than 11 feet. The width of any classroom shall not exceed twice the distance from the floor to the top of the windows and shall not be less than 21 feet, 4 inches."

The tendency today is to have large classrooms due to activity programs now carried on. Dr. Engelhardt, an acknowledged authority in schoolhouse planning, says that the transition from home to school should be made relatively easy for young children. They should not have to come out of "a cozy home atmosphere" into the environment of an institution. Specifically, Dr. Engelhardt explains,

that means planning a classroom in which a child can be treated as an individual, not as one of a mass. It means breaking a classroom up into many areas instead of one mass area—a library space, an art corner, a conference space, a “quiet” space, a work space. It means placing toilets and washing facilities close to the classroom, so that children feel this is part of their “home” area. All of these suggestions obviously call for larger classrooms for the smaller children. On the other hand, in junior and senior high schools oftentimes it is economical to have some classrooms smaller than the average, as it is a waste of space to have classes of 10 or 15 pupils occupying rooms with capacities of 35 or 40. Many, too many of our Catholic elementary schools have 50, 60, or even more pupils per classroom. If we build school rooms on this basis, then Catholic school classrooms must violate all the accepted standards and be 1,200 square feet in area or 40 by 30 feet with old traditional and formal arrangement. This is not only uneconomical in terms of money, but is fraught with even greater danger to the educational product.

KINDERGARTEN

To house the kindergarten there is needed much larger space than is ordinarily found in the other elementary classrooms. Four- and five-year-old children need space in which to move about. What often appears to an adult to be a play activity is to the four- and five-year-old child a very real work and learning situation. The child needs space and equipment for work and recreation, of many and varied kinds. In fact, the kindergarten child is a very busy individual, working, resting, playing, and all the while learning. One thousand to 1,200 square feet of floor space is recommended for kindergarten activities. The kindergarten should be on the ground floor level. It should have its own entrance,

cloakroom, workroom, toilet room, and storage room. When more than one kindergarten room is to be provided they should be placed near one another in order that common use may be made of equipment and special space facilities such as playgrounds, storage and rest space, if provided. Each kindergarten room should have adjacent to it a protected opening to the outdoor play space allotted to this unit.

The kindergarten room, while relatively spacious, should have an air of compactness. For most children the kindergarten experience will be the first experience away from their mothers. The room should be cozy and should not suggest too great a break from the home atmosphere. The treatment or decoration of the room should strive for an intimate, colorful, warm, and sunny effect. This can be achieved by keeping the room appointments in scale with the child's age group for size and tastes, by adequate and liberal fenestration and by the judicious use of color.

The color of the floor covering should be in harmony with the decoration of the room. This covering should be of a material which can be cleaned easily, non-slippery, and of a character to permit children to work on the floor in comfort. Heavy linoleum or rubber tile is considered a most satisfactory material for this purpose. Opinions differ as to the desirability of inlaid patterns such as the alphabet, number work, or Mother Goose type murals. Some authorities favor their use. Others are opposed on the grounds that their cost is not justifiable or that it is more desirable to permit children to make their own interpretations of stories and actual life experiences.

The room should be equipped with a chair for each child, and a few extra chairs for the library and story corner. Each chair should have a saddle seat and be fitted to the child so that his feet rest comfortably on the floor. A few adult chairs should be provided for the teacher and visitors.

Rectangular tables for all the

class at which two or four children may work or eat comfortably should be provided. A circular table is recommended for the library. To provide extra work areas hinged counters may be built into the wall.

The Department of Education of New York in its recommendations for kindergarten classrooms, gives the following heights for chairs, tables, and counters:

Four-year-old children:

Chairs, 9 to 11 inches; majority 10 inches.
Pupil tables, 18 to 20 inches; majority 19 inches.
Library table, 19 inches.
Hinged counter, 19 inches.

Five-year-old children:

Chairs, 10 to 12 inches; majority 11 inches.
Pupil tables, 19 to 21 inches; majority 20 inches.
Library tables, 20 inches.
Hinged counter, 20 inches.

ACTIVITY AREA

An activity area is necessary in a kindergarten room. It should include a counter 24 inches in height covered with linoleum or dense fiber board and containing an 8-inch sink, having quick compression faucets and a mixing spout. Faucets should be within easy reach of the children. Conveniently placed soap and paper towel dispensers should be provided. Provision may be made also in this space for one or two hot plates with electrical outlets, a clay bin and a round table at which children can work with clay, a work bench 24 inches in height with a vise, some hand tools, a wood storage rack, and some easels. Linoleum or fiber board covered work spaces, adjustable shelves, drawers, and cupboards should be designed and installed in keeping with the activities of this space.

STORAGE

Provision should be made for the

storage of each pupil's work material and small unfinished products. One suggestion is for cubicles 12 inches wide, 15 inches deep, and 12 inches high, so located that they are easily accessible to the children. Low open shelves, cupboards, and drawers should be designed and provided for the housing of blocks and supplementary materials when not in use. Another suggestion is to build a narrow counter along the outside wall of the room below the windows which would provide adjustable shelving and cupboards between the heating units. Heating units should be concealed. Part of the cupboard space could be used for the storage of crayons, chalk, pencils, scissors, paste, string, etc. The top of the counter may be covered with linoleum or fiber board with set-in grill work over the heating unit. This unit then becomes ideal for a display counter, or to support a flower box, an aquarium, or for some other purpose. A storage closet opening out of the kindergarten should be provided for the storage of play equipment and materials that are not constantly in use. Provision can also be made here for the outside wraps of the teacher.

CLOAKROOM AND TOILET

Each kindergarten room should have its own cloakroom and also its own toilet room located near the outside entrance from the play area. In the cloakroom open lockers 48 inches in height set on a 4-inch base should be provided. Each locker should be divided horizontally into two compartments with each section low enough so that the children can use it easily. The top compartment is used for hats and other personal belongings, the bottom compartment for the hanging of wraps. Rubbers and overshoes can be stored on the floor of the bottom compartment. A bubbler type drinking fountain not more than 24 inches high may well be located in the cloakroom. A teacher closet not

more than 24 inches wide should be provided.

The toilet room should open directly off the cloakroom. The wainscot and floor should be of ceramic tile or some other material which is light in color, non-absorbent, hard, smooth, and easily worked. This room should be well-ventilated and lighted. The walls and ceilings should be light in color. The toilet room should be provided with one or two ten-inch water closets; two 24-inch lavatories equipped with hot and cold running water, quick compression faucets and a mixing spout, a soap dispenser, a towel dispenser, and a mirror, the bottom of which is not more than 28 to 30 inches above the floor. The partition separating this room from the cloakroom may be of glass block.

Very little, if any, chalkboard is necessary in the kindergarten. Plenty of display board, however, should be provided and located so that the bottom of it will be approximately 21 inches from the floor. At least one letter-size, four-drawer filing cabinet should be provided for the teacher. A clock should also be conveniently located in the room. Windows should be low enough for the children to see out. All exterior doors should be hung so that they open out of the room and can be managed easily by the children. This necessitates hardware which is easily operated and the placing of anti-panic bolts, doorknobs, and latches approximately 30 inches above the floor. In the interest of safety the corners of tables, shelves, window sills, chairs, and the like should be rounded.

NUMBER OF ELEMENTARY CLASSROOMS

The number of classrooms to be provided in any school building should be determined only after a study of present enrollment, population trends, and proposed consolidations. One method of making such a study is to study building permits issued, real estate developments financed by conservative

banks, and information from gas, water, and electric utility companies. Another source of information is the number of baptisms in the parish and neighboring parishes for several years back, as to whether they show an upward or downward trend. Especially useful is the information accumulated in surveys of population trends made by Bell Telephone Companies, which they are generally glad to make available to school districts planning a building program. One standard classroom should be provided for each 33 pupils in anticipated enrollment, according to the West Virginia Code.

FLOORS

In recent years study has been given to the problem of what is the best type of floor construction and finish for school buildings. A questionnaire sent out to school superintendents a few years ago asked for preference in regard to classroom floors. The great majority replied in favor of wood or tile. Practically all opposed the use of terrazzo in classrooms. It is interesting to note that all teachers who have had experience with terrazzo heartily disapprove of it. They say it is very tiring to the feet and legs. The West Virginia Building Code recommends wood strip floors over joists or sleepers, composition tile, rubber tile, or linoleum. Primary rooms lend themselves to the use of linoleum or mastic tile for greater attractiveness.

Hardwood is a standard material for the floors of academic classrooms. The boards should be straight-grained and free from all defects. If hard pine is used, the boards should be rift-sawed; if oak, quarter-sawed. In non-fireproof buildings, all floors should be double and should be insulated with fireproof material. Where buildings are of fireproof construction with cement floors, hardwood should be properly laid over the cement in classrooms. Where furniture is not fastened to the floor, battleship

linoleum or other good composition material may be laid over the cement.

BUILT-IN EQUIPMENT

The general rule is that everything that can be built in should be built in. The West Virginia Code gives two lists of such equipment, that which is essential and that which is merely desirable:

- A. Essential equipment:
 - 1. Storage space for pupils' clothing.
 - 2. Adequate storage space for materials and equipment.
 - 3. Chalkboard.
 - 4. Display or tack board.
 - 5. Bookcases.
 - 6. Teachers' closets.
- B. Desirable equipment:
 - 1. Built-in magazine rack.
 - 2. Wash basin or sink.
 - 3. Metal hanger strips over chalkboard for use in hanging maps and charts.
 - 4. Storage space, other than desks for pupils' work.
 - 5. Picture molding on walls.
 - 6. Built-in display counters.

The amount of blackboard space needed in academic classrooms varies according to grade and subjects taught and methods used by the teacher. No more blackboard space should be installed than is actually needed, for good material is expensive and blackboards absorb a great deal of light. The West Virginia Code calls for a minimum of 20 lineal feet of chalkboard for each classroom. This amount should be substantially increased in rooms to be used for mathematics classrooms. Blackboards should not be placed in the same wall with windows, but at the front and where needed on the inner wall or back wall of the classroom. First-quality slate is the preferred material for chalkboards; boards of gypsum or the best grade of structural glass are acceptable. A new type of chalkboard has been

developed in recent years. It is called "nucite." It comes in yellow, green, black and white. This board is made of ground glass with fluorescent lighting behind it, and the instructor uses black or colored chalk. Window shades will be drawn and ceiling lights out while the board is in use. It is manufactured by the Pittsburgh Plate Glass Company for the New York Silicate Book Slate Company of New York City.

Junior and senior high school blackboards should be mounted so that the chalk rail will be from 32 to 36 inches above the floor. The width of the blackboard may be 36 to 42 inches; the wider board preferably should be on the front wall. In elementary schools the dimensions are:

Kindergarten-first grade
Second grade
Third grade
Fourth-fifth grade
Sixth grade
Seventh-eighth grade

Height	Width
22-24 in.	3 ft. 6 in. to 4 ft.
24-26 in.	3 ft. to 3 ft. 6 in.
26-28 in.	3 ft. to 3 ft. 6 in.
28-32 in.	3 ft. to 3 ft. 6 in.
30-33 in.	3 ft. to 3 ft. 6 in.
34-36 in.	3 ft. to 3 ft. 6 in.

BULLETIN BOARDS

Bulletin boards have come to be very useful in all types of classrooms. Cork is the best material. The amount installed will vary according to need, but there should be a minimum of 15 to 20 square feet in every classroom. At least 6 square feet should be placed on the side wall adjacent to the corridor door; additional cork boards may be placed where most convenient. All elementary classrooms, including kindergarten, should have an abundance of cork board. A strip approximately 12 inches wide mounted above the blackboard, together with additional space on the side or rear walls, will prove most useful.

LOCKERS AND WARDROBES

In every school building there

should be ample provision for each pupil to store wraps and other belongings in a neat, safe and conveniently accessible location. Juniors and seniors should have lockers located outside the classroom in preference to cloakrooms. Recessed corridor lockers, in full view to discourage tampering, should be provided for each pupil. Separate locker rooms and locker alcoves are undesirable. Lockers should be of metal or plywood, with an individual compartment for each pupil. Each compartment should have a shelf, wardrobe hooks and lock. The West Virginia Code demands that wardrobes be of metal with hinged doors rather than sliding doors or tracks. Each unit shall be provided with shelves and wardrobe hooks

and all lockers and wardrobes should be provided with ventilating grills connected to ceiling vents.

In the elementary school storage space should be provided within the classroom for the lower grades, readily accessible to the pupil and easily supervised by the teacher. Cloakrooms adjacent to the classroom, or wardrobes, are better for small children than lockers located away from the classroom. Adequate space for the storage of coats, hats, rubbers, and umbrellas should be provided. Hangers should be placed at convenient heights according to the size of the children using them and arranged to allow air space between garments. Built-in cabinets and cases are desirable in all types of classrooms. These should include space for books, unfinished projects, globes, papers, and other instructional supplies.

(To be continued)

Religion in *OUR KINDERGARTENS*

By SISTER M. HELEN ANN, S.L.

6901 Page Avenue, St. Louis 14, Missouri

"**T**HOSE who instruct others unto justice shall shine like stars for all eternity" (cf. Dan. 12, 3).

"To them that love God all things work together unto good" (Rom. 8, 28).

Annually the month of September brings with it a new opportunity and a new challenge to us, the teachers of tiny tots. God is again allowing us to open wide the minds of little ones to His great love.

To kindergarten children, fresh from the homes of their solicitous parents, the idea of love is not new. Love has protected, surrounded, and sheltered them all the five years of their life. Mother's love and father's love are familiar words. We have only to open a new avenue of thought and reveal to the impressionable mind of childhood the even greater and more tender love that God holds for each one. We keep always before ourselves the realization: God *is* love.

EXPLAINING LOVE TO CHILDREN

It is easy for children to grasp that the external manifestation of love is through gifts. By pointing out that the trees, flowers, grass, and birds are all gifts from God, a gradual awareness of His love grows within them. "All this because He loves us so!"

Our next aim is to instill the truth that love is shown by deeds. They help their mothers and fathers *because* they love them. God is ever doing things for them. He protects and watches over them night and day. They can return that love by short prayers and obediences: "If you love me, keep my commandments" (John 14, 15).

It will not be long before the children go beyond the offering of happy gifts and see that even little pains, smilingly borne, are an added way of proving their love for so tender a Father.

Love—deep, familiar, living—is the first key which we as Catholic teachers give to these children to unlock one door toward eternal happiness.

It is with great joy and deep gratitude to the Divine Teacher that we approach this new school year. We pray that with His guidance and strength, it may be a year during which many little minds and hearts will turn toward Him, as flowers to the sun, for energizing grace to grow more like to Him. We are indeed privileged to be the instruments which God has chosen for the instruction and joy of our class.

STORY FOR THE CHILDREN: GOD MADE ALL THINGS

One day Jesus had a group of little children around Him (show a picture). He told them wonderful things about God, His Heavenly Father.

"Do you see that dear little bird?" He asked, pointing to a sparrow that was hopping about on the branch of a tree near them, not a bit afraid of Jesus. "You know, little friends, God made that bird to sing for you because He loves you. God made the beautiful blue sky above the tree-tops because He loves you. God made the trees, the grass, the hills, the sun and stars, all of them, because He loves you and wants you to be happy."

"Isn't He a wonderfully kind God!" cried the children.

"Did He make my doggie and pussy, too?" asked one girl.

"And all the animals?" chimed in the boys.

"Yes, little ones," replied Jesus lifting a tiny girl to His knee, "God made every one of them to show how much He loves you. God made your mother and daddy. God made all the people. God made *you*."

"Why," cried the children in delight, "He must have made just *everything!*"

"Yes," smiled Jesus, "everything. You see He loves you all very much."

Then all the children moved closer to Jesus, clasped their hands together, and looking up to heaven said happily:

We thank You, God in heaven, for making everything:

The sky, the trees; sun and stars, and little birds with wings.

Our mothers and our daddies dear; kitties and puppies, too.

We thank You, God; so very much—and Oh, we *do* love You!

OUR BLESSED MOTHER'S BIRTHDAY

A long, long time ago there lived the dearest old

man and lady. Their names were Joachim and Anne. These two people lived together and were very happy because they loved God and did all they could to please Him.

They were sad about one thing: they did not have a little girl or boy in their home and they did love children very much. Every single day they used to pray that God would send them a baby.

Then one day God did just that. He sent a sweet, tiny baby girl to live with them. Joachim and Anne were as happy as they could be. They thanked God with all their hearts for answering their prayer.

The new little baby was named *Mary*. She was so sweet and good and kind that when she grew up God chose her to be His Mother.

Today we celebrate Mother Mary's birthday. Let's sing our "Happy Birthday" Song for her now ("Happy birthday, dear Mary. . .").

(Perhaps the children could each wear something blue to school that day. And by all means, conclude the lesson with a birthday present of an act of love for her.)

Our New Volume

(Continued from page 10)

Rooms," including the library, the auditorium, the cafeteria, and the gymnasium. Brother E. Streckfus of DeAndreis High School, St. Louis, Missouri, has the fifth and final unit, "Service Systems," with special attention to all structural and mechanical features of the school building. The complete report will be published later in book form.

Our book reviewers will attempt to keep our

readers in touch with the best of the latest publications in the school field. Books that cannot be reviewed at length will receive a notice in our Book Review Table. Our Correspondence column welcomes the expression of the thought of our readers. We have the purpose and the hope of contributing in some small measure to the work of the Catholic school and its teachers.

Religious

EMPHASIS WEEK

By MOST REV. WILLIAM O. BRADY, D.D., S.T.D.

Bishop of Sioux Falls, Catholic Chancery Office, 314 Paulton Building, Sioux Falls, S. D.

FIRST of all, celebration of Religious Emphasis Week in a modern state university must be kept with evident difficulty. I do not here refer to the diverse religions professed by faculty and students nor to the unfortunate divisions that are the causes of such diversity. I refer chiefly to the fact that our state university is professedly, officially, and legally handicapped in making even a remote approach to religious factors.

EARLY AMERICAN SCHOOLS CHURCH INSPIRED

This was not so in the early days of the American schools. Since their first establishment in the pioneer days, the schools of the United States have undergone radical change in purpose and in viewpoint. Until the great spread of the public school system that began in the late 1830's and found full development after the War Between the States, the chief founded schools, if not the only founded schools, were religious schools, church inspired. They were sponsored, promoted and financed by religious groups. They were built and opened and conducted to sustain religion first; and then, by application of sound religious principles, to interpret all life, to communicate all knowledge and to stimulate all culture in the light of the fundamental religious philosophy.

ATTITUDE OF OUR FOREBEARS

Our forebears were men and women as we are; they lived their individual lives, their family lives and their social lives, in essentials, much as we do now. But they were convinced in mind and guided in action by the instruction they received in the schools, founded by churches, supported by churches,

and dedicated by churches for the prime purpose of teaching Christian doctrine before anything else, and everything else in the light of this Christian learning. We fail in honor to the memory of our pioneers, if we forget that the religious convictions for which they were willing to endure exile were the same religious convictions which prompted their ideals and their genius to erect sound foundations of democracy on this American soil. And this tribute belongs to the pilgrims of New England, the Quakers of the Middle Atlantic coast, the colonists of Virginia, the Catholics of Maryland, or the rigid adherents of Roger Williams in Rhode Island. For, divided though they were in many things (as the continental congresses made evident), divided as they were in religious convictions (as the records of their penalties show), even before they were united under a Constitution, they were one in the conviction that religion and religious education were essentials to the new life they initiated in their various districts.

However, since the middle of the 1800's, a change has modified our educational system. It has done more than modify; it has practically reversed the position from the viewpoint of our founders.

CHANGE AFTER IMPORTATION OF EDUCATIONAL PHILOSOPHY

This change was an importation of a philosophy of education from the Continent of Europe. With the passing of time, the importation has almost succeeded in eliminating from the educational life of the children of the pioneers what bigotry and persecution only strengthened in the pioneers themselves. The importation consisted in acceptance here, almost without realization, of a secularist and materialist philosophy of education that had infected the Euro-

pean schools and scholars for several centuries after the religious quarrels of the Continent had led scholars to seek truth in their own minds or in nature, but not in God about whom there was such dispute. As a result, under the most favorable circumstances, we are committed either by long-accepted custom or by legal enactment to a form of education which places prime emphasis on factual knowledge or purely rational principle and which is not allowed to relate such learning to the Prime Cause, to God. Under less favorable circumstances, religious content or application is not admitted at all; under the most moderate that can be hoped for, considering our circumstances, religious learning is presented, necessarily, either as something divided from secular learning or as something subordinate to it in emphasis and exposition.

If this be so, and I think the history of education will bear out my assertions, then I had basis for pessimism as I considered this Religious Emphasis Week. Anyone familiar with the usual commencement addresses will recall how frequently the speaker indicates that the aim and purpose of education is to develop the whole man and to make of him an ideal citizen of the republic. Everyone interested in Religious Emphasis Week must instinctively wonder at the assertion, for those so interested are committed to the principle that a school cannot fully develop the student, if it is forbidden or prevented from developing him in his highest faculties and form. Everyone who promotes Religious Emphasis Week must do so because he is committed to the truth that no school can succeed in forming students to be ideal citizens of an earthly republic unless they are first formed to be good citizens of the kingdom of God.

Therefore, in assisting with you during this week of religious emphasis, I unite with you in the public assertion that by such a week and by such an emphasis we jointly affirm the truth that a secularist philosophy of education is inadequate and that the restrictions imposed by law or by custom to the effect that religion is, in great measure, divorced from education, are restrictions contrary to the mind and intent of our founding fathers, contrary to man's religious nature itself.

LEGAL ASPECT

While I speak of laws and customs, can we not bring their restrictions and their effects more closely home? May I propose a question whether, under the existing Constitution of South Dakota—which possibly needs amendment—what we do here in Religious Emphasis Week is constitutionally defensible?

If the university were to set up a school of religion here, could such be justified under the Constitution? Could we use state funds to teach the courses? By "courses" I do not mean what is often done under one disguise or another: for example, the teaching of religion by an emasculated presentation of what passes for "history of religion" or "religious psychology" or the "social aspects of religion." By *religion* I mean an out-and-out course in doctrine. I do not mean carefully selected and edited Bible readings as examples of literature. I mean study of the Bible for discovery of dogmatic truths and for moral guidance. If such a course were ever established here, what do you think would happen? Could it be conducted with state funds, in a state building, and by state-paid teachers? You answer the question. But if your answer is "No" and such a program would be constitutionally disapproved, then ask yourself two further questions: (1) how does such disapproval correspond with the intent of the fathers of our country? (2) Can we logically justify a week of emphasis on something that is constitutionally forbidden for a year?

Nevertheless, in spite of the above, by my own position as a religious leader in this State and as a native citizen of the United States, I am forced to express a desire for the legality of what we do and a hope that when we shall have done it, we shall have personal spiritual profit and social gain to the State in which we live.

I pass, therefore, to another provoking question. And I make these questions deliberately provoking to stir you to later thought and discussion.

WHAT TO EMPHASIZE

It was indicated that the student group in charge of the week had chosen as the theme of the week's discussion the title: "God, our hope for years to come." Now, anyone except a confirmed atheist would grant the full implication of the text. Certainly, without God and His Providence, what have we to hope for in this world or in the next? The Bible, from the first page of the Old Testament to the last page of the New, illustrates, beyond our power to add or lessen, the futility of human planning without God and the complete dependence of men upon their Creator. The truth is: "God, our hope for years to come." But when we have asserted the truth, admitted its force and agreed upon its universal application, what next? In this Religious Emphasis Week of 1948, what will you emphasize, for we must be practical as well as spiritually exhilarated?

Our relationships to God, "our hope for years to come," are so intimate and so important that we

cannot be content to sum them up in a slogan. Perhaps you can recall the huge billboard posters which appeared, some years ago, in many cities, under the sponsorship of a group of undertakers. These posters read: "Next Sunday, go to Church—somewhere!" In this week of religious emphasis, held in a state university, what more can your program prudently say, except: "This week, look to God with hope for the future!" How inadequate such spiritual direction might be can easily be seen if shortly the university shall sponsor a "national defense week" or a "soil conservation week" with similar vague application of the intent.

By the circumstances of our life, however, we are limited educationally and religiously in making our convictions pointed. A few years ago, I was present at a hastily called meeting of heads of colleges, secondary schools, and universities in the State of Minnesota. The meeting was called to devise plans for solution of the problems caused by unexpectedly increased registrations, with consequent lack of space, facilities, and trained teachers. The then president of the state university led the discussion and summed up the policy suggested for all. His summary was: "We must accept every student that will apply; we must teach the students something; it makes little difference what we teach them as long as we keep them occupied." Now I assure you that this is no exaggeration and no misquotation. It either reveals the depths of educational cynicism or it reveals a sad understanding of the purposes of our educative endeavor. Since our schools have honor because their function is to educate the whole man and make of him a fitting citizen of this great American State, then the school has the burden to do in detail exactly that in which it finds honor in general. To palm off generalizations upon immature minds is criminal; and to fail in one's social charge is socially disastrous.

Hence, if the university sponsors "Religious Emphasis Week," something more than generalizations must be given.

MESSAGES TO CATHOLIC AND NON-CATHOLIC STUDENTS

Yet, in attempting more than generalizations, all who participate in this Religious Emphasis Week will find particularization difficult. Are there students of Jewish belief? What can I, as a Catholic, say to you in Religious Emphasis Week? Shall it be only this, in accord with the motto of the week: "Look to God for hope in the years to come?" If I then add: "The Christians here will, in turn, look to the God of the Gentiles, the Christ you do not accept, with hope for the years to come," and close, will I have done anything for you—anything of value? In my limited judgment, our Jewish brethren, during

a *week of religious emphasis*, have a right to expect more. They have a right to expect that the Gentile world will weep with them whether they are persecuted in Palestine, New York, or South Dakota. We have a right to say to them: "Settle the religious differences that divide you into fundamentalists and modernists; settle the matters that make you Zionists or the opposite—but settle them among yourselves. And, if we do not seem at times to understand your difficulties, there is no ill will, nor is there anti-Semitism if we do not wish to be mixed into them. Look to your God with hope for the years to come. That is the tradition of Israel. But look to us also to defend your civic rights and your religious immunity. You keep your Mosaic law as perfectly as you can; we shall keep the Christian law of charity and of brotherhood in your favor as well as in our own."

Likewise, during Religious Emphasis Week, what shall I say to the others of you who are my own Catholic brethren? Will it be some vague generality in the form of the mortician's poster which neither fully expresses our own faith nor properly indicates our relationship to the rest of the Christian body? Or, as your local bishop and spiritual leader, shall I say more? I shall tell you more and I shall repeat for you a five point program that should occupy your weeks following this one given to religious emphasis in the university. I repeat the five point program recently outlined for the men of Italy by our Holy Father, Pope Pius XII.

(1) Throughout the year, you should endeavor to inform yourselves better on the truths of the Gospel, their meaning in the text and their application to the problems of modern living; (2) you have a duty to help keep holy the Lord's Day, which is rapidly becoming fully secularized; (3) hold fast for yourselves, and explain to others, the religious truths which are the foundations of family solidarity and stability, as well as to the truth we today exemplify that without religious emphasis, purely secular learning may be inadequate or even harmful; (4) you must work for real social justice and for the application of sound economic laws that will lift the burden of poverty from the masses and make the administration of wealth by the rich an act of religion, not a form of personal indulgence or of social power; (5) you will seek to keep alive the sacredness of "truth" in speech and action, and "loyalty" in all associations, for much modern heresy is evident in the acceptance of "lies" and "treachery."

To the others of various Christian allegiances, what can I say during Religious Emphasis Week, except to commend to you the same program of spiritual emphasis which I have commended to my own Catholic brethren, and to ask you to expect from your own religious leaders the same form of positive and constructive leadership.

(To Be Continued)

The CATHOLIC TRADITION

in History

By SISTER BLANCHE MARIE, Ph.D.

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THE many-sided complexities of history give pause to all historians. If there is any "liberalizing" effect from the study of history, it should be the broadening of one's understanding of the enigma of human nature and of the strange course of human affairs. Before the eyes of the real historian pass, in intimate review, ages of human passions, fears, struggles, and hopes. Generations of men, good and bad, intelligent and stupid, have strutted their brief hour on the stage before him. If a mere lifetime of experience can make a sage of an old man, generations of experience should make the historian the sage of sages.

The Catholic historian's sagacity is tested by his recognition of and treatment of the Catholic tradition in history. Father Louis Martin, a former general of the Society of Jesus, said "The only foundation for edification is truth." If this is so, then the Catholic historian is bound to avoid the temptation to succumb to exaggeration.

RELIGION THE TRUE KEY TO HISTORY

In a generation in which it is assumed as an axiom that a man's religion is his own private affair, and has nothing to do with his public life, it is natural to add the assumed corollary that history has nothing, or very little, to do with religion, or religion with history.

That what men have believed is a vital matter in explaining their actions few stop to consider. The Catholic historian as the Catholic teacher is not altogether free of this oversight. But so to write or teach history is to give a warped, an incomplete idea of a people of another generation.

Indeed one might, not unreasonably, maintain that the best criterion of any nation's inner spirit is its attitude toward religion; one might go

further and say that we have the key to the history of no nation or race until we have learned its attitude toward God. Other tests are but consequences; wars or political developments, the sciences and arts, literature and philosophy are but the exterior manifestations of a spirit and life within.

The person who studies the religious mind of a people aims at discovering the interior spirit and motives that have brought certain facts about, the drive that has made men accomplish the impossible, the energy that has brought down apparently impregnable castles. Given the interior spirit we may be certain of our estimate of the exterior facts. Those who have made history have been not only the Caesars and the Charlemagnes and the Napoleons, but the millions whose names can never be known; and for a true understanding of history, it is as important to know the soul of the latter as it is to know the soul of the former.

AN EXAMPLE

One example will suffice. In 1870 Paris fell into the hands of invading German armies, and all Europe was shaken; in that same year Rome fell to Garibaldi, and it was taken as a joke in contemporary European papers. Yet the surrender of Paris was soon forgotten by everyone except the French; the breaches were soon more than built up. The fall of Rome opened a new chapter in European history which only our generation has seen closed. So easily may history be mistaken, if it confines itself to politics and no more. Religious repercussions of history go far deeper down, and have far more lasting effect for the benefit or injury of races and kingdoms, than have the antics of any political adventurers.

This is what we mean when we say that religion,

and not merely a record of events, however momentous, however lucidly explained, is the true key to history, if by *history* we mean the story of the development of mankind. Richelieu, Mazarin, the Grand Monarque were the makers of modern France, but they were also the pioneers of the French Revolution. Yet by their side, patronized by them all, was Vincent de Paul, the apostle of a new vision, the healer of the wounds these men had opened, both in their own time and after. Then there was Napoleon, the terror of Europe and the idol of France. John Vianney, the peasant laborer, watched the young artillery officer canter past his cottage. But today Napoleon's tomb is mainly a sight for tourists in Paris, while the cottage of the Curé of Ars is a living inspiration for pilgrims the world over.

CATHOLIC INTERPRETATION THE TEACHER'S OBLIGATION

It is sometimes said, by way of protest against what appears to be a narrow-minded, partisan view, that there is no such thing as a Catholic, religious, or even any other school of history; that history is itself catholic, in the sense that it is the record of all objective truth, and belongs to no school. In reply it is easily conceded that as a record of truth all history is one; Pope Leo XIII proved his historic sense when he laid open the archives of the Vatican to historians, and told them not to fear to tell the truth. But there are methods of approach to that record, there are evaluations of men and events as they affected their generation, which may be entirely different.

The Catholic historian will see in the Manichean subversion of all moral standards a far more dangerous enemy than the barbarian invaders. He will tend to see more matter for real history in Benedict, Dominic, Francis, and their successors than in all the German emperors and their vassals, since the former mainly built up what the latter mainly confiscated or destroyed.

Catholicity properly understood summons human activity to its highest development. A Catholic interpretation of historical events, then, is not only possible for Catholic teachers, it is an obligation.

SOURCES AVAILABLE TO CATHOLIC TEACHER

Fortunately, there are tremendous sources for

the Catholic teacher of history to draw upon. History from the days of Augustus to the sixteenth century is the history of the Church. We are failing in good historical scholarship if we do not interpret history in the spirit of its time. The novelist may dabble in the historical, but the historian must avoid fiction. However, we do not need fiction to make history interesting. Our heritage is the most romantic and dramatic story ever written.

Furthermore, there are marvelous parallels we may draw; for example, Alexander, called the Great, and Christ, called King of the Jews. Alexander conquered the then known world and died at the age of thirty-three; Christ, despised by the world, also died at the age of thirty-three. Alexander, by his conquest of the East, flung open the gates of the world; Christ, by His passion and death, flung open the gates of heaven. Would it be difficult to choose between the ephemeral and the lasting victory?

Go on to the Middle Ages. Here the Church occupied the center of man's life more completely than any single institution before or since. The Crusades were not merely a brilliant pageant, but were revolutionary in their social, economic and political effects. The corruption in the Church of the period was human and rather a proof of her divinity than a condemnation of her doctrine. Ancient civilization was preserved by the Church and modern civilization, through the universities, was begun. In the period commonly referred to as "dark" she produced an Albertus Magnus, a Thomas Aquinas, a Bonaventure and many others, including a Bernard and a Francis Borgia—to offset an Alexander VI.

One feminist has said that "a civilization is only as great as the status of its women." Women have played a conspicuously important part in the world's history. There were Catherine of Siena, Bridget of Sweden, Matilda of Tuscany, and Joanne of Arc, to mention but a few.

CIVILIZATION AND THE INDIVIDUAL

The great explorations and discoveries of the fifteenth century were sponsored by Catholic monarchs and carried out by Catholic explorers. Throughout this period there was a distant rumble of discord and discontent within the Church. Its members had grown lax; many of the clergy failed to maintain the dignity of their office in the midst of worldly duties.

Finally, in the sixteenth century, came that tremendous upheaval, the Protestant revolt. It was,

of course, not a reformation in any sense of the word. Since that time revolution, strictly speaking, has been impossible, inasmuch as there was no universally acknowledged authority against which to rebel. But Protestantism is dead—only the husk remains. Men grope blindly for a foothold yet refuse the only possible solution to their problem—submission to universal authority.

The seventeenth, eighteenth, nineteenth, and twentieth centuries have witnessed new marvels of man's genius. They have, in short, produced a so-called "modern" civilization. It would be well, however, to remember that civilization is a growing organism, it can live only as long as it has life. Take from it its soul and it, like the human being, dies. Today we face the stark realization of the presence of a soulless civilization.

If our world today is ugly and barren, it is because it is built and controlled by men of power. There is a greatness in the ordinary man and woman that the modern world and its totalitarian philosophy denies. But history demonstrates that whenever we take men's birthright from them, whatever the means, sooner or later there will be an explosion. The harvest that is reaped by such methods is the traditional whirlwind: crimes of cruelty and violence, economic unrest and political horrors of nationalism, hatred and war.

WHY HISTORY IS DIFFICULT TO TEACH

Thus it is that history must, of necessity, be difficult to teach these days. So much of it has been shown to be merely "nationalistic propaganda; monumental falsehoods, spread on large canvas; unjustifiable mass martyrdoms demanded by the greed and egotism of selfish and pompous men—and that's a pity, for there has been no influence so far-reaching and ennobling as these epics of gallant hazards—." To preserve the essential values of that stirring saga, it must be interpreted to this new generation by those who themselves are morally equipped to recognize bravery when they see it. If this task of evaluating history is delegated to muck-rakers, iconoclasts, and grave-robbers, the moral losses will be incalculable, and a great deal of the damage will be irreparable. The oncoming crop of young men have had it explained to them that war is a "racket." And perhaps it is just as well, for the sake of the world's peace, that this sentiment should be developed. But it should also be taught that courage is *not* a racket! And the one best qualified to point out that distinction is one who can talk about heroism with the authority of experience.

We are at our best when serving as time-binders.

Heaven help the era that scornfully repudiates the past! The normal human spirit has an instinctive talent for the building of monuments and a reverent regard for the sanctity of tombs. The average man, whether he realizes it or not, has been more directly guided into whatever nobility he possesses by the silent inspiration of the valiant dead than the clarion challenges of his own time. Would it not be a vast misfortune if, by the ruthless destruction of that guidance, we and those who come after us should be doomed to live in a world of pillaged sepulchres and desecrated shrines?

OPPORTUNITY TO SERVE COUNTRY

Now it so happens that the very large majority of all these shrines are reminiscent of wars. Most of the heroes who sit on iron horses in the public parks of all nations were celebrated soldiers. Most of the marble busts of eminent statesmen in the world's cherished halls of fame perpetuate the glory of diplomats who came by their distinction during periods of strife. We historians are very properly teaching the potential leaders of the new day to despise and discountenance war. So be it. We are on the right track, I think. But the thing that worries me is the frequent absence of a program for the monuments to be erected now and henceforth. What kind of people are going to bestride the iron horses of the future? What symbols of valor can we suggest? Perhaps we shall advocate the type of courage exemplified in personal sacrifice and self-renunciation for the general good. Do you think we could ever stir a youngster's pulse with that manner of appeal? Could we make the call of self-abandoning duty alluring enough to compete with the rattle of a drum? I firmly believe we could! But—to do it with any hope of success we, ourselves, would have to come into our classroom armed with the credentials certifying that we *had tried it!*

How often is it ever considered what a splendid opportunity we have of rendering a real service to our country by the way we teach history? Chesterton once said that for every point of difference between persons there were two points of similarity. Why stress the difference thus either sowing or fostering enmities? Take the question of nationality, for instance. You have in your classes representatives of many racial groups. But they are only *representatives*; they themselves are *Americans*—that's the point you want to stress. Do not permit such names as "wop," "dago," "harp," "dutchman," etc., to be used. Christ and St. Patrick both illustrate this point. Christ, the Jew, was adopted by

the Gentiles. St. Patrick, the Scot, by Ireland.

CATHOLICS BEAR DOUBLE RESPONSIBILITY

You have often heard the accusation brought against Catholics that they cannot be good citizens because they owe a divided allegiance. I should say that the answer to that is that Catholics do not owe a divided allegiance but bear a double responsibility. Furthermore, to give the lie to this rather subtle slander we have only to review the part played by Catholics in our own history. There are Catholic place names in the United States from St. Paul to St. Augustine, from San Francisco and Los Angeles to Corpus Christi, Santa Fe and St. Louis.

Charles Carroll of Carrollton signed the Declaration of Independence and Thomas FitzSimons of Pennsylvania was a member of the convention which framed the Constitution. Bishop Carroll used his influence in an unofficial capacity to keep Canada neutral during the American Revolution. In that same Revolution, General Moylan was a cavalry commander, John Fitzgerald was Washington's aide-de-camp, and Commodore John Barry was "Father of the American Navy."

Catholic French and Poles came to our aid; a Catholic, Pierre Charles L'Enfant, laid out the national capital.

In the Mexican War we have such names as Raphael Semmes and John Shubrick in the navy, and General James Shields, the only man in our history to have been senator from three different states in the Union, John P. O'Brien, whose name is still commemorated at West Point, General Beauregard, General Childs, and Colonel Bennet Riley. George Gordon Meade, though born of a Catholic family and evidently still a Catholic at this time had defected by the time of the Civil War in which he shone. Peter H. Burnett, the first Governor of California, was a convert to Catholicism.

In the Civil War were such Catholics as Phil. Sheridan, General Beauregard (previously mentioned), General Rosecrans and General Meagher's famous Irish brigade. In this war forty Catholics attained the rank of general.

One of the first three soldiers killed in World War I was Thomas Enright, a Catholic. The first officer killed was a Catholic, Lieutenant William T. Fitzsimmons, while the last officer killed was a Catholic chaplain, Father William F. Davitt. Almost 900,000 Catholic names were recorded in the army and navy. General Robert Lee Bullard, General Hugh A. Drum and General James W. McAndrews were among the 25 Catholic generals.

The second great cataclysm of the twentieth

century found the Catholic population of the United States in great numbers in all branches of the service. This time it was not only men but women also who braved the hazards of war in the uniform of their country. Hundreds of priests served as chaplains in the army and navy and served with distinction. Literally thousands of Catholic Americans lie buried in foreign cemeteries as a consequence of this war. They fought a common fight with Protestant and Jew alike against forces the triumph of which would have spelled the doom of Christian civilization.

DANGER OF PARTISANSHIP

Yet one must be careful not to overdo the emphasis of Catholic tradition in such a way that we become partisan. Partisanship has been the ruination of history. The historian does an unethical thing if, through emotion and the partisan spirit, he paints the past different from what it was. When he holds up a picture before his readers or pupils and says: "here is the past," he must not exaggerate either the shadows or the sunlight. If he does, he falsifies the picture. When Pope Leo XIII opened the Vatican Library to the scholars of the world, he warned thus: "Let the historian not dare to say anything that is not true, but let him not be afraid to say anything that is true."

What then should history, "intelligently conceived and properly executed," hope to teach to the present generation?

First, it should teach that nations are moral personalities who must choose a way of life out of the loftier wisdom, based on Christian principles.

Second, it should teach that civilization is not a kind of garment which wilful men and women may put off and on at pleasure.

Third, it should offer no tribute to chauvinistic vanities, intrigues and interests.

Fourth, it should support no political grudge, national or international.

In fine, it is the business of history "to make people understand how they came to be; what was the origin and progress of the state of which they form a part; what were the causes which influenced each phase of change from the beginning to our own time." Consequently, since history teaches man of his origin, development, and destiny, it is closely akin to philosophy. As a potential philosopher the Catholic teacher or historian should not, nay, he cannot separate history from religion.

May God bless and reward our efforts, and be to us that inspiration without which we should all be as sounding brass and tinkling cymbal!

SORRY, LADY,

We Were There First

By REV. RALPH J. DYER, S.M.

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ONCE upon a time public education belonged to the churches and it prospered. There was no wrangling about ends and means, few arguments about utilitarian and liberal purposes, no puzzles over crossroads. Education knew where it was going and went there. It was universally believed that a system which purported to prepare individuals for life needed religion and morality. Consequently, public schools were all sectarian. Then suddenly came a great usurpation by the State. Churches went out, and there began in education the grand experiment of a new, a religious type, of public schooling.

In this light, Mrs. Eugene Meyer's disturbance over the invasion of the churches into the public schools is amazing (*Reader's Digest*, March, 1948). For the churches, this is scarcely an invasion. *Invasion* has above the connotation of "not being wanted," one of "not belonging." But the public schools were at one time the home of the churches. One speaks of "coming" or "returning" home, not of "invading."

PUBLIC SCHOOLS, NOT CHURCHES HAVE FAILED

Mrs. Meyer is certainly afraid. She fears that "our whole educational system may yet be torn asunder by the conflict." She is bothered a great deal about an influx of religious and racial prejudices which the invasion will aggravate in "the one place where the child is not yet primarily a Protestant, a Catholic, or a Jew, but an American among Americans." To summarize all Mrs. Meyer's quarrels with the invasion, it is evident that she is so satisfied with the public school system as it is that she is afraid to destroy its perfect equilibrium. All is right with the public schools, she intimates; it is only be-

cause the churches have failed to attract people to themselves that they now want to seize the ropes of education.

But, of course, the real reason for the invasion is not the failure of the churches. Rather it is the failure of the schools to provide a firm basis for democratic living. As long as religion has been barred from the schools, democracy has been trying to stand on the wobbly stilts of secularism instead of the sound principles of Christianity on which the founding fathers meant it to stand. Any school system pretending to be indifferent to religious sectarianism by excluding all religion, must perforce substitute some positive philosophy. The mere brush-off of sectarian schools which the Horace Mann reformers effected nearly a century ago was a negation and could not survive as a foundation for education. Secularism was the inevitable substitute for religion. It has now grown so formidable that public planners of the future are beginning to be alarmed at the droves of religious illiterates unleashed every year on the country by the public schools.

SOME STATES RECOGNIZED DANGER

Some states have begun to recognize the danger that is threatening and have enacted legislation to release time for the religious education of public school children. Other states have not legislated for released-time classes, but tacitly permit the prosecution of programs for religious education when arrangements can be made between the churches and local school board authorities. (It remains to be seen what effect the Supreme Court decision regarding the *McCullum* case will have on these arrangements.) In some quarters then—and not all of them ecclesiastical—there is some doubt about the

integrity of the *status quo*. Mrs. Meyer should recognize the cancer in the public school system before she drives the doctors from its door.

It was Washington who said that democracy could not survive without religion and morality. As late as 1940 President Roosevelt said: "Practical steps should be taken to make available to children and youth the resources of religion as an important factor in the democratic way of life and in the development of personal and social integrity."

What seems to disturb Mrs. Meyer most is the expected havoc that will be wrought with formerly friendly relations among school children and the disruption of community life. The invasion will certainly cause some conflict. Such is the natural consequence of introducing anything new. During the period of adjustment, minor disturbances are unavoidable and should not cause much concern. Mrs. Meyer's apprehension that religious bigotry and racial prejudices will be worse after the churches are admitted, is mere guesswork. The few examples she quotes could just as well have occurred before the invasion by the churches as after. If non-Catholics call those Catholic children who attend released-time classes "Micks" now, they called the same Catholics that long before there was any such thing as released-time. "Dago" and "kike" were not invented by children waiting outside school doors to hurl abuse at the children attending released-time classes.

In this connection it might be asked: "What has the secular school contributed towards the bettering of racial and religious feeling and precisely to what degree has it succeeded?" Perhaps an injection of religion would ameliorate the same evils Mrs. Meyer so frantically fears will be aggravated.

WHAT FIRST AMENDMENT PROVIDED

It was no surprise to find the conventional excuse, "separation of Church and State," quoted to support arguments for excluding the churches. The perennial answer given long ago is worth restating: The First Amendment provided for a separation of State and Church but not for separation of State and religion. The State would fare badly if it did not have religion to support it, just as public education now fares badly without religious support. The fathers who drew up the Constitution did not want a state religion. But they would have been the first to stop the secular school, because they were themselves educated in sectarian schools. The presidents of the first century of American democracy were all educated in sectarian schools, as were all the signers of the Constitution. Recently, Father John Courtney Murray, S.J., gave substantial proof that the framers of the Constitution inserted the word "respecting" into the First Amendment as a compromise to temper the original wording: "Congress shall make no laws to establish religion." Those who were responsible for the wording of the Constitution feared lest subsequent generations interpret the amendment as Mrs. Meyer interprets it, to mean that the State must be divorced completely from all religion (*America*, Mar. 6).

In short, Mrs. Meyer holds for the impeccability of the *status quo*—secular education. In one fell swoop she dismisses the 100,758 Catholic school teachers, the 2,688,271 students in Catholic schools, together with the numberless other teachers and students of other sects who are certain, to the extent of making the sacrifice of maintaining at their own expense a parochial system, that education divorced from religion is chaotic.



Teacher Conservation through *PROFESSIONAL READING*

By SISTER MARY PATRICK, I.H.M.

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WHEN a farmer, year after year, takes from the soil without putting anything back into it, we say that he is mining his soil. Inevitably its productivity decreases; gullies form, and erosion does its work. Eventually it becomes useless, as have millions of acres in our Southland and the Dust Bowl, and we say that that farmer, in his greed for immediate, short-range profits, has committed an offense against society.

When a teaching Sister, year after year, takes from her mind without putting anything back into it, she is guilty of an analogous folly. Of course, since her imparting is in the realm of ideas, she does not lose what she gives to her pupils. But she is still losing more than she can afford in other ways. The erosive force of the laws of forgetting works more rapidly and destructively than even rain on topsoil. What student who has seen his notes grow "cold" in two weeks can deny that?

There are studies to show that in many cases her college training was not adequate; without frequent replenishing, even that is washed away little by little in the relentless trickle of time. The techniques that she practices, of course, become more efficient. But there was an enthusiasm for research and experiment that her education courses gave her, an appreciation of what others were doing and an ambition to perfect herself as a teacher—and all this begins to fade away and to look very remote and theoretical by comparison with the urgencies of all-around living. Even the spirit in which she does her teaching, if not renewed, will lose its fine edge. The work of education which seemed to be such a glorious mission in the early days of her religious life tends to settle down to a dull, if not unpleasant routine; and the concept that it is an apostolate and

a spreading of the kingdom is hard to maintain when she is faced with the present necessities of sweeping classrooms, confiscating water pistols, and stopping international feuds on the playground.

NEED FOR FOLLOWING LONG-RANGE VIEW

So we arrive at a need for doing what the farmer with a long-range view and a sense of social responsibility does for his land. We put something back into Sister's mind to replace what is being taken out, and more—to enrich as far as possible the whole complex of the background on which her teaching is based.

That the need exists, we feel, is a fact too evident to require proof. Different communities try to meet it in different ways. Summer schools in the community college or in Catholic universities are usually six weeks of intense cramming, all too often unrelated to the teaching assignment of the following year. A plan that would run parallel with the teaching year is far more desirable.

One such possible means, rather simple but efficient, is a program of professional reading leading into purposeful and result-producing faculty meetings. This is by no means a new idea. At least the reading part is not. There are probably few teachers living with pedagogical souls so dead that they have never said to themselves and others: "I certainly should do more reading, but—I haven't time."

It is rather easy to show the fallacy in that statement. Few of us "have" time in the sense that we have leisure time—and certainly teaching Sisters who are expected simultaneously to be cooks,

seamstresses, janitresses, altar boy trainers, and contemplatives-in-action, all within the limits of a twenty-four-hour day, do not have that. It is rather true that we *take* time for what we feel to be important, according to conscious or subconscious hierarchy of values.

But this is where many educational directives aimed at teaching Sisters miss the mark. It is futile to explain to a religious teacher that she must be professional in her attitudes and background—that doctors and lawyers who “had no time to be professional” would be unthinkable, when all the while the taking of time for anything extra is very likely out of her power. If a Catholic school is staffed by a religious community, and if the principal is likewise the superior—and this is the situation with which we are concerned—there are few administrative problems which are not likewise problems of religious discipline. Catholic educational writing and thought would be more realistic if it took more frequent cognizance of this fact. To motivate a program of professional reading among religious, then, is an entirely different problem from the stimulation to the same activity of secular teachers who are relatively independent agents.

MINING VS. CONSERVING TEACHERS

More and more, with the complexity of even modern religious life, with the demands put on religious teachers in schools generally understaffed, and with the further responsibility of taking on burdens formerly assumed by the homes plus the parish work that is often laid upon them—the teaching Sister is conscious of a definite duty to fill every waking moment of her day. It is often true to say, moreover, that there is a real conflict between her spirit of charity and the perfection of her obedience and the demands of her professional preparation. Here is Sister X., who can paint spiritual bouquet cards or turn out a meal for visitors, who cleans the corners in the basement and fills the holy water fonts, who types for the superior and who can replace at any charge in the house. She would like to read *The English Journal*. But she never gets to it. Professionally speaking, she errs. But shall we tell her to give up the little acts of kindness, the anticipatory nature of her obedience, and the heroic abnegation involved in being everybody's helper? There is at least a problem here, and perhaps it is not one which it is fair to ask Sister X. to solve.

The question is this: Does Sister Principal want to *mine* her teachers, or conserve them? Like the farmer, the principal-superior must keep a double

objective in mind—to raise a crop and to conserve the soil. The crop is the scholastic, athletic, and social achievements of any one school year. Undoubtedly, at short range, more exterior results can be produced by scheduling the Sisters to their limits. After all, there may never be anything concrete to which the principal can point because of the fact that Sister X. has read *The English Journal*. On the other hand, if she varnishes desks, when she is done there will at least be the desks. But the long-range effects of handing on tired and mentally exhausted teachers to the next principal-superior will have the same appalling results in the teaching of the community as the handing on of a depleted soil from one generation of farmers to the next. And although there is something very beautiful and very sanctifying in the abandonment which leads individual Sisters to give themselves up completely to be used in any way superiors see fit, superiors should hesitate to take advantage of a generosity that they have no right to exhaust.

Practically speaking, then, it is very unlikely—in spite of all the sound and convincing arguments in favor of it—that the generality of teaching Sisters will give themselves up with any serious and maintained purpose to a professional reading program unless it is planned for them, unless the time is provided, and unless the project is raised to the same level of importance as the rest of the day's duties. All this is clearly a function of the superior-principal. If she does not do it, it will not be done.

CONTENT OF PROGRAM: RELIGION AND SOCIAL SCIENCES

Of what could such a definite program consist? The plan following suggests what might be accomplished in a half-hour a day. Many of its elements have been tried and proved successful in the grade and high schools of a large parish. The reading is organized according to days of the week. Where material is scarce, as it often is, these days can be staggered to accommodate the various groups reading. Book references throughout are, of course, far too numerous and too obvious to be included. Since there is an appealing freshness about the magazine material, it seems well to concentrate on periodicals for at least the first years of the program.

(1) *Monday*, free reading in religion. As a matter of putting first things first, religion is the first subject in which we should want to enrich our backgrounds. Every Sister should know today, for instance, what the Holy Father wants—the papal program in its entirety. She should be familiar with the objectives and techniques of Catholic

Action. She should realize the problems and needs of the Church, and she should know what is being done toward these ends in the whole Catholic world.

References: JOURNAL OF RELIGIOUS INSTRUCTION (NOW THE CATHOLIC EDUCATOR), *Orate Fratres*, Sodality program and teacher services, *The Grail Bulletins*, *The Queen's Work*, *Sponsa Regis*, *Review for Religious*, *Catholic Educational Review*, *The Priest*, *Forum*, Y.C.W. publications, etc.

(2) *Tuesday*, free reading in social sciences. For teachers in the social science fields, wide and sustained reading is, of course, indispensable. But all teachers of our one, small, atomic, and much disturbed world need a general background of Catholic social principles and at least the highlights of current history. The popes have been very definite about wanting Catholic social doctrine taught, and there seems to be little doubt that it should be integrated into the whole curriculum. But all this demands teachers who *know*.

References: The encyclicals, *Catholic Mind*, *Commonweal*, *America*, *Integrity*, *Catholic Digest*, *The Sign*, *The Catholic World*, *The Catholic Worker*, *Wage Earner*, *Work*, *Review of Politics*.

SPECIALIZED READING AND INDIVIDUAL PROJECTS

(3) *Wednesday*, specialized professional reading in one's own field and in education in general. There is no need to labor the point that every teacher should know what is new in her own subject. The references here are too numerous, moreover, to make even a suggestive list. The English teacher should read such publications as *The English Journal*, *Books on Trial*, *Spirit*, *Saturday Review of Literature*, etc.; the mathematics teacher should be familiar with *The Mathematics Teacher* and *School Science and Mathematics*; the Latin teacher has *The Classical Bulletin*, *Classical Journal*, and *Classical Outlook*, and so through various subjects. For all the teachers together, the list is again very extensive. *The Catholic School Journal*, *The Elementary School Journal*, *The Normal Instructor*, *School Executive*, *Education*, *Teacher's Digest*, *School Life*, *The Clearing House*, *School Review* and THE CATHOLIC EDUCATOR come to mind at once.

(4) *Thursday*, individual projects. Thursday can be devoted to some special project which a Sister would like to work out, or a specialized subject in which she can usefully become an authority. Although the selection here should be made by the individual teacher on the basis of her tastes and

aptitudes, a wise principal can do much to guide and stimulate. Everything that can be said in favor of a hobby, particularly a useful one, can be said here. From the point of view of bringing out retiring personalities and of cultivating that wonderful spirit of desiring to be artist teachers on whatever level we find ourselves, whether primary or collegiate, few things are more wholesomely stimulating than being an authority on something. For this reason the individual subject should be sufficiently limited so that a Sister can get to know all, or a very great deal about it, and so that she can use her knowledge, possibly in connection with a little personal research, in order to make a contribution at least to the community, if not to the whole order or even the teaching public. There is research to be done in every subject and in every phase of education. It is unfortunate that we tend to leave concrete investigations to graduate students who, too often, are not in a position to make detailed and continued observations that are enjoyed by teachers working on the spot.

As references here will be books rather than periodicals, no list is given.

COMMUNITY DISCUSSIONS AND LITERATURE DAY

(5) *Friday*, informal community discussions on the work of the other four nights. This is not incompatible with recreation—including darning stockings and passing chocolates.

During each week of the month one of the four subjects above could be discussed: in the first week religion; in the second, social sciences and current events; the third, professional teaching techniques; and the fourth, a report on the projects. The report may prove to be the most valuable discussion of all, inasmuch as it will be found to promote an unusually fine interest in "the other Sister's job," and will motivate a good deal of helpfulness and coöperation. If I know that another Sister is interested in a particular subject, whether it is speckled birds' eggs, choral speech in the fifth grade, or the regime of Salazar, I shall be on the look out for information for her; I shall be eager to tell her the little things I may discover. The spirit of mutual assistance and appreciation that is engendered here will carry over into many other phases of the school's work.

These discussions—some might like to call them seminars—need not always necessarily include all the teachers in a school. It will be well that they should do so often, if for no other purpose than to break down the *lamentable delusion* that a high school teacher is somehow more important than her grade school associates. For specific subjects on pro-

professional reading nights, and for the individual projects, as being more within restricted interest fields, certain groups could meet separately. Moreover, in small groups one can more easily marshal her thoughts, freely present her problems, discuss the solutions, expose her own weaknesses, and gain that ease and familiarity, that self-confidence that builds group morale.

(6) Literature day, *Saturday*. Since Saturday is almost universally the free day, the suggestion here could be that every Sister should have a good book under way at all times—biography, poetry, essays, *significant* fiction—and that she take half an hour off on Saturday to enjoy it. A teacher who reads for a half-hour on Saturday, and likes it, will find minutes here and there during the week, while riding in street cars, supervising dinner hours, or waiting for a telephone connection, to continue her reading. With enough determination, it is possible to become a relatively well-read woman through utilizing off minutes and bits of information that would otherwise be wasted.

REGULAR FACULTY MEETING

(7) *Once a month or every quarter* the regular faculty meeting. Faculty meetings are essential to the administration of any school. But in quality they can vary from apostolic discussion groups to the opposite pole of dead and deadening monologues by the principal on rules, regulations, and "problems" that everybody knows and no one expects to solve.

If the faculty meeting could be arranged as part of the professional reading program correlated with some school project or problem, it would acquire a new interest and vitality, a new spirit of democracy, and a new willingness to work together toward a common good. Of course, not all the matters discussed will grow directly out of the reading. There will continue to be very necessary routine questions of regulations and arrangements. But even with regard to these run-of-the-mill matters, the reading will furnish new suggestions, new approaches, and new standards of evaluation. We shall always have to discuss which stairs we shall use for the fire drill or dismissal. But perhaps, after a little contact with the best minds of the day has had its effect on Sister Minutia's perspective, she will not attach the same awful importance to back stairs or front stairs, and two lines or three. And this very salutary shift of emphasis will leave more time at the faculty meeting for the really important things.

Obviously, there is no end to the practical im-

provements and the worth-while experiments that can be made in the conduct of a school in consequence of the information and professional interest of the faculty. No particular technique or procedure is necessary. I read something that looks good. I consider within myself, "Why can't we do that?" If it seems feasible, I wait for the first unoccupied minute at the faculty meeting (there will not be very many once the new-ideas urge gets started) to propose it to the group. Many times the project will be adopted, and even when it is not, the discussion provoked will be tremendously useful in the opportunities provided for the more experienced teachers to pass on their wisdom to the novices, and for all to challenge one another to distinguish sharply between what is really pedagogic wisdom and what is only an educational rut. By way of an illustration from another field, there are few great industries which have not come to realize, in millions of dollars, the profits to be derived from encouraging ordinary workers to contribute their ideas for the improvement of the business. Most firms now have receptacles provided where the men can deposit their suggestions, and large bonuses are offered for the ideas that are used. If this is true in the case of untrained workers—how much more so for teachers, who are after all members of a learned profession.

STIMULATING GROWTH PROVIDED

As this plan worked out, in one case, almost every meeting of the faculty, whether at meals, at recreation, or over the washing machine, became a genuine faculty meeting. It is not a case of "talking shop," it is a case of *ex abundantia cordis*. If the teaching Sisters have a combination of apostolic zeal and professional spirit as educators, they will *want* to talk about what they have at heart, because they want to exchange or impart ideas that will make for better and more inspirational teaching. Such an exchange of ideas is certainly superior to piecemeal and variegated summer courses as a most stimulating and instructive kind of in-service growth.

FUNCTION OF SUPERIOR-PRINCIPAL

That there may be real and unstunted growth, however, it would be well to append a word on the function of the superior-principal at the faculty meetings. Since again it is a religious-educational situation, it is understood that the power to make

final decisions is invested in her in a plenary way. But it is foolish to hope for any real discussion unless there is the fullest liberty to discuss, to criticize, to ask questions, to make suggestions, and to hold and persist in opinions unless facts otherwise convince. The intervention of the superior, as such, into a question should be kept at minimum; even here it would be better if she were to do this with her *mind* and not her office as a deciding factor. If the Sisters have the freedom to think and express themselves in the right way there will be less crooked thought and less expression in the wrong way. There will be a development of a community mind which is based on a background of the best authorities as they appear in the professional reading, and which tends, with an enthusiastic unity of purpose, to the achievement of the best interests of a school. There will be an appreciation, which can easily be transmitted to lay persons, of the Catholic Action technique of free discussion in small groups with a view to exerting an influence on one's own group. There will be an intellectual approach to all problems as contrasted with the authoritarian, traditional, or merely negative.

In conclusion, we can say, with all grateful

deference to the work of normal schools and universities, that teachers are made or unmade in their own schools. Whether they will be mined or conserved, whether they will experience mental erosion or intellectual and social growth, can be in no small part determined by the quantity and quality of reading that is done and the discussion and action that are based upon it. And whether we use or waste the tremendous and supernaturally bestowed resource of our teaching Sisters depends not on the Department of Conservation at Washington, not on the exhortations of educational idealists, not even on the inclinations of the Sisters themselves, but on those to whom the Church has given the magnificent trust of channeling and directing the services of obedient human wills in the direction of the best possible coördinated service of the Mystical Body of Christ.

(In this community 5:00 P.M. to 6:00 P.M. study hour each night is the daily minimum devoted to preparation for school subjects; 6:45 P.M. to 7:30 P.M. is set aside for the individual improvement of each Sister. It was thus that 7:00 P.M. to 7:30 P.M. was decided on for the professional reading program.)



Americanism and *HEALTH EDUCATION*

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THE LAST article in this series devoted to health education described the warrants contained in Catholic philosophy and theology for the inclusion of health as a part of the general school program. In addition to being required from our Catholic point of view, health education is also essential to the full expression of the American philosophy of education.

POLITICAL FOUNDATIONS

In the very essence of American social philosophy are warrants empowering state and federal governments to enact and execute laws to protect and promote the health of the nation.¹ Regardless of the extent of our nationalism one thing is admitted. The State is a true society. As a State it has the right to exist. It has not only the right, but the duty to adopt whatever measures are necessary to guarantee its secure existence and future development.² The United States, like any good government, may be expected, therefore, through its federal or state offices, to concern itself with protective public health laws.

In America, however, a still stronger motive exists for the public's positive concern about good health. Equality of opportunity, equality before the law, economic equality—these have been ideals of our people since the beginning. Founders of the American republic stressed not only public interests but the interests of individuals.³ Surely his own good health and sturdy growth is a prime interest of any individual. Nor has he any real equality of oppor-

tunity, if he is sickly and physically handicapped, and is offered no assistance to overcome these deficiencies. He is prevented thus from developing his own talents, and in addition becomes an inefficient citizen, a liability to the nation.

John Quincy Adams is quoted as saying, "The great object of the institution of civil government is the improvement of the condition of those who are parties to the social compact."⁴ Government is for the people, not only for the people as a group, but also for the people as individuals. The government must enact laws to protect the group from impure food and drink, from the spread of communicable disease, from unsafe working conditions, from dangers to life and limb lurking in the vehicles of modern, complex civilization. Also, government must encourage and assist research in the biological and medical sciences to discover better cures, better methods, better approaches in the attacks on old and new diseases. What is more important, once advances are made in these sciences, they must be made available to every citizen, regardless of color, creed, or economic status. The spirit of Americanism can demand no less. All good government, and in a very special way the American government, holds itself the servant of the people to promote the general welfare.⁵ It permits no special privileges or immunities which are not made available to all alike. The development of sound health is assuredly part of the general welfare and whatever is done to promote it must reach out to every citizen.

HEALTH IN EDUCATION

Warrants for the inclusion of health as an objective

¹ Constitution of the United States, Preamble.

² Leo XIII, "Christian Constitution of States" in *Social Well-springs* (Bruce, Milwaukee, 1940), p. 66.

³ Beard, C. A., "The Unique Function of Education in American Democracy" (Educational Policies Commission, National Educational Association, Washington, D. C., 1937), pp. 10, 11.

⁴ *Ibid.*, p. 25.

⁵ The Constitution of the United States, Preamble.

of education may be found far back in the European traditions of the American public school. Montaigne included exercises and recreation in his educational programs and specifically mentioned dancing, fencing, running, hunting, riding, and wrestling. Milton divided the student's day into studies, exercise (including military drill), and diet, and emphasized the place of the arts in recreation. John Locke, Basedow, and Rousseau all stressed the importance of physical development in the school program.⁶ Spencer identified five major classes of human conduct as source material for education. In the first place he placed self-preservation and deduced from this the necessity of health and physical education.⁷ Few writers have had such influence as Spencer in the formation of American educational thought, and his great emphasis on physical training carried over strongly to our early institutions.

The Renaissance, the Naturalism of Rousseau, the Positivism of Comte, the scientific movement, all combined to stress the importance of the natural and the physical. In early colonial America these influences were at work, and to some extent in conflict with the exaggerated supernaturalism of the Puritans. Thus we find the early Latin grammar schools of the religious leaders neglecting physical education and the Academy of Benjamin Franklin including it.⁸

It is important to note, however, that the concern for health and physical culture was not always the result of an anxiety to improve the individual man's opportunity for happiness. Not always, but frequently, the motive behind the physical training programs of 18th-century Europe and England was to increase productivity of factory workers, for race betterment, military power, or national strength. The individual was lost sight of.⁹

It is just as baseless to say that the democratic ideal of equal opportunity for all stemmed from post-Renaissance Europe as it is to say it was a forgotten ideal of Roman and Grecian culture. There is no doubt that the schools of the pre-Christian era in Rome and Greece laid great stress upon body culture and physical health, but here also it was rather from a nationalistic or social motive than from any high regard for the individual man. There is every reason to suspect that Greek philosophy left much to be desired in its concept of the value of the individual. Usually man was valuable only in so far as he served the State. There are positive indications of this in the writings of Plato.¹⁰ In the "Republic" he writes, "...but the offspring of the

inferior, or of the better when chanced to be deformed, will be put away in some mysterious, unknown place, as they should be."¹¹ It was the opinion of Aristotle that positive legislation was necessary providing for abortion or exposure to limit the birth of children.¹² The great body of Roman law, which has meant so much to later law-makers, definitely prescribed certain individuals as incapable of rights. A slave, for example, was considered a *res*, a term suggesting any inanimate object or chattel.¹³ Women under Roman law were never considered completely free or independent.¹⁴ In fact both Greece and Rome regarded slavery as a rather integral and natural social institution.¹⁵ Compare this notion with the teaching of Christ as expressed by St. Paul in his letter to the Galatians; "There is neither Jew nor Greek; there is neither slave nor freeman; there is neither male nor female. For you are all one in Christ Jesus."¹⁶ One can look in vain for an equal to this doctrine of Christ's among any of the three prominent civilizations of His day.¹⁷

All this is mentioned here to indicate that much of the stress given to health education in ancient classical times, as well as in 18th-century Europe, stemmed from military, economic, or socialistic theories of racial superiority, rather than from the democratic ideal of equal opportunity for all. Such theories of the Grecian and Roman world, coupled with their concern for the physical and material side of human development, explains, partially at least, the neglect of physical health by the early Christian writers.

The philosophy of the American public schools underlying health and physical education actually stems from two intermingling streams of thought, one emphasizing the social needs coming down from classical antiquity, through the Renaissance writers and 18th-century England, to modern socialism; and the other, emphasizing the rights and needs of the individual beginning with early Christian thought, through the periods of the reformation, the

¹⁰ Jewett, B., *The Dialogues of Plato*, Vols. I and II, English translation (Random House, New York, 1937), "Theaetetus," Vol. II, p. 149.

¹¹ Jewett, B., *op. cit.*, "Republic," Chap. V, p. 460.

¹² McKeon, R., *The Basic Works of Aristotle* (Random House, New York, 1941), "Politics," VIII, 1335 b. 20 ff.

¹³ Leage, R. W., *Roman Private Law*, 2nd edition (Macmillan & Co., London, 1937), p. 60.

¹⁴ Leage, R. W., *ibid.*, p. 117. See also Meyers, Phillip Van Ness, *General History* (Ginn & Co., Chicago, 1923), p. 154. "In early Rome there were two classes or orders, known as patricians and plebians. . . . From most of the rights and privileges of the full citizen the plebians were wholly shut out." Myers closes his discussion with this pertinent remark, "Personal liberty disappeared" (*op. cit.*, p. 217).

¹⁵ Meyers, P. V., *op. cit.*, p. 243. Also McKeon, R., *op. cit.*, "Politics," I, chap. 6 ff. Also Jewett, B., *op. cit.*, "Laws," 6 and 9.

¹⁶ Gal. 3, 28.

¹⁷ Meyers, P. V., *op. cit.*, pp. 114, 200. Also, Weber, N. A., *A General History of the Christian Era* (Catholic Education Press, Washington, D. C., 1934), Vol. I, p. 8.

⁶ Schwendener, N., *A History of Physical Education in the United States* (A. S. Barnes, New York, 1942), pp. 10-25.

⁷ Spencer, H., *Education* (D. Appleton & Co., New York, 1861), p. 32.

⁸ Schwendener, N., *op. cit.*, p. 25.

⁹ *Ibid.*, p. 222.

political and industrial revolutions, to modern democracy. Both points of view are intricately entangled and it is impossible to separate them clearly in any of the literature of the last few centuries. Nor need they be separated, for there is both a social and an individual need for adequate health education. Charles Beard points out that the founders of the American republic laid stress on the public interests as well as on the interests of individual freedom.¹⁸

OBLIGATION OF THE SCHOOLS

The school has an obligation to the State, to the parents, and to the child. Its first duty is to the child. The child has a right to expect adequate opportunity for complete physical, mental, and moral development in proportion to his needs and abilities. This right has been specifically stated in the "Children's Charter."¹⁹ To the parent the school is obligated to guarantee that children are protected from injury and disease while they are in school. This is first of all a parent's duty, but inasmuch as the school stands *in loco parentis* during the hours the child remains there, these parental obligations bind the school. As was pointed out, the State has a right to maintain itself through the development of loyal and efficient citizens. In so far as the school is an agency of the State, it is obliged to do its share toward the realization of this end, and since sound health is an attribute of the efficient citizen, the school is necessarily concerned with the health of its pupils.

¹⁸ Beard, C. A., *op. cit.*, pp. 10-11.

¹⁹ White House Conference on Child Health and Protection, "Addresses and Abstracts of Committee Reports" (The Century Co., New York, 1931), p. 48.

That these obligations are recognized by American educators is evident from the excellent statement of the Educational Policies Commission, "The Purposes of Education in American Democracy."²⁰ It is evident also from the White House conferences on children. Four such conferences have been held in the past thirty years. The 1930 meeting called by President Hoover dealt entirely with child health and protection, and summarized its findings in the much publicized "Children's Charter," already mentioned.²¹ It is evident from the famous cardinal principles of education which gave first place to health.²² The Department of Superintendence of the National Education Association,²³ writers in the field of curriculum like Bobbit,²⁴ Norton,²⁵ Counts,²⁶ Caswell,²⁷ and Morrison²⁸ all give physical development a major place in the school program. There can be no doubt that health and physical education is a clearly defined social-educational goal of America and an integral part of the American formal school program. Nor can anyone doubt from the sources quoted that America expects the blessings of equal opportunity for good health to be extended to all her children without exception.

²⁰ Carr, Wm. G., "The Purposes of Education in American Democracy (Educational Policies Commission, National Educational Association, Washington, D. C., 1938), pp. 7-17, 21, 43-44.

²¹ White House Conference, *op. cit.*, *cf. supra*.

²² United States Department of Interior, Bureau of Education, "Cardinal Principles of Education" (Bulletin No. 35, Government Printing Office, Washington, D. C., 1918).

²³ National Educational Association, Department of Superintendence, "The Development of the High School Curriculum" (6th Year Book, N. E. A., Washington, D. C., 1928), p. 51.

²⁴ Bobbit, John F., *How to Make a Curriculum* (Houghton-Co., Boston, 1924), pp. 7-9.

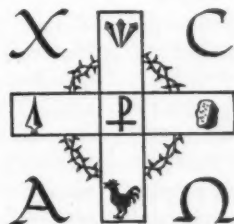
²⁵ Norton, J., Norton, M., *Foundations of Curriculum Building* (Ginn & Co., New York, 1936), p. 112.

²⁶ Chapman, J. C., and Counts, G. S., *Principles of Education* (Houghton-Mifflin Co., Boston, 1924), pp. 195 and 437.

²⁷ Caswell, H. L., *Education in the Elementary School* (American Book Co., New York, 1942), p. 97.

²⁸ Morrison, H. C., *The Curriculum of the Common School* (University of Chicago Press, Chicago, Ill., 1940), p. 640.

(To Be Continued)



Sister, Teach Us *TO PRAY*

By SISTER MARY OLIVIA, O.S.F.

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WITHIN the past two or three decades much has been done by Catholic educators to improve instruction in Christian doctrine. We have swerved from emphasis on the memorization of the catechism exercises to a treatment of reading and discussion of fundamental truths of faith, presented to the child in his own vocabulary and couched in phraseology within his ability of mental handling and assimilation. Anyone who has studied and compared the old memoriter method and the newer child-conscious presentation with an unbiased point of view, will grant that the new emphasis on pupil-comprehension and practical application has resulted in definite improvement in the teaching of religion.

TEACHING OF RELIGION IMPROVED

Some texts, it is true, are superior to others, but in this as in every endeavor to blaze a new trail for improvement and progress, the factors of time, experiment, trial, and continuous refinement of the instruments are necessary. There are some very salutary aspects of the catechism method that we will not want to relinquish, but we will probably want to use them with greater discretion and moderation. However this may be, we are justified in feeling that there is improvement in the teaching of religion, at least in those situations where the teachers have been properly trained and have supplemented their textbook reading and discussion with the requirement of the memorization of certain essential points, such as the commandments, the sacraments, specific definitions, and the like.

A NEGLECTED PHASE

All this is a step forward in intelligent teaching, and, if the expression may be used, in "intelligent learning." But there is justifiable question whether this healthy condition has penetrated to the most common practical application of the religion lesson in the classroom, namely, classroom prayers. It is a rather disconcerting experience repeatedly to meet primary teachers who are always anxious to assure one that they are "teaching the children their prayers," but who will never venture to say that they are "teaching children to pray." With both the intermediate and junior high school teacher, both teaching prayers and teaching to pray are items obviously not included in their program. Evidently this phase of their classroom obligation has completely eluded their attention, or it is receiving an extremely trivial and perfunctory acknowledgment.

It is true that the home is the first educational agency for the child; the school is meant to supplement and expand its work. The art of prayer should be begun in the home, and in many instances the Catholic home inaugurates this important work in the development of the child. A good Catholic mother will guide her little one to speak to the Heavenly Father in true childish expression. Children find no difficulty in formulating their own spontaneous prayers. They will offer a sincere recital of their wishes and woes, their petitions for pet as well as parent, their meed of love and admiration. Although the young child is able to recite a memorized prayer, he is also capable of raising his heart to God, and he should be urged to give his own expression of feeling and need. There is nothing more beautiful than the voice of innocence speaking its affection and trust to the Heavenly Father, who, the child knows,

can and will do all things for the children of His love.

Nevertheless, it might be mentioned that there cannot be too emphatic an expression of disapproval of the proud-parent practice of requiring young children to recite prayers for the amusement or the would-be edification of sundry relatives and friends who might be visiting the family. This practice is the first step in forming an incorrect attitude toward prayer; besides converting it into a species of exhibitionism it lays the foundation for a thoughtless repetition of words as an excuse for addressing the mind and heart to God.

SCHOOL TREATMENT OF CHILD'S SPIRITUAL LIFE

But this fine beginning, so often made with such care and devotion in the first years of life in the home, receives very little development and encouragement once the child has entered school. The spontaneous prayers, the little "home-made" petitions receive the same fate as did those other self-generated efforts in art, music, and verbal expression until a rather late date in our school history. We are forced to admit that until recently we crushed and inhibited much of the child's best expression in the field of the arts by imposing adult, ready-made procedures and models upon him. According to the older methods, the child, in drawing, had to copy the model placed before him, do it in a manner prearranged by the teacher, so that his product bore nothing of himself, and very often little of his interest, or even of his understanding. Today we see things differently with respect to the arts. While we are willing that a child should copy a model, and while we will not go so far with the ultra-progressives as to subscribe to the non-interference rôle of the teacher, we do admit that if children are allowed to express themselves in art, music, and speech, there is much more chance that they will have a genuine understanding of what they are doing, that they will participate more wholeheartedly, and will consequently reap greater benefits.

PRAYERS REALLY THE CHILD'S OWN

Could not some of the better points of this procedure be transferred and applied to the prayer-life of the child? And could not that application be carried beyond the primary grades? From the moment the little boy or girl enters the kindergarten or first grade, his entire spiritual life is cast into a set mold of routine and regulation. Some may question

the use of the term *spiritual life* in reference to five and six-year-olds, but it cannot be denied that young children, nourished and instructed in the fundamental truths of religion in the home and taught to speak to God and the Blessed Virgin in prayer, *do* live a spiritual life. We would repeat that spiritual life is not assisted and developed as it should be in the classroom. For most children, prayer means some set form of words. The usual reaction one receives when suggesting to children that they pray, is a mechanical, thoughtless recital of the Our Father or the Hail Mary. Age levels are distinguished only by progressive speed and glibness. Our children need to be reminded oftener in the classroom to recollect themselves before prayer, and to pray more fervently. Perhaps we should all benefit by greater attention to the quality rather than the quantity of our prayer.

We do not argue the necessity of children's knowing the more common Catholic prayers: the Our Father, the Hail Mary, the Apostles' Creed, the acts of faith, hope, charity, and contrition; nor that they should be encouraged to participate in the liturgical life of the Church. It is very important that these be made a significant part of the Catholic child's instruction and training, but we would plead for a stronger emphasis on his understanding of them, and going a little farther, on his building on them and supplementing them with prayers of his own construction, prayers that are really his own.

PROVIDING OPPORTUNITIES FOR CHILDREN

Why cannot the Catholic teacher, the nun who realizes better than most people the art and the constant practice that are needed to acquire facility in prayer, provide little opportunities throughout the day, or at least occasionally during the week, for children to learn to pray? This need not interfere with the stipulated prayers required in many diocesan systems to be said at the opening and closing of each day's session.

It can be done by letting the children suggest their own ejaculation or short prayer at the point of change in the classroom program. Soon individual children can suggest the prayer. Once the children get the idea of varying their prayers from day to day, the teacher can proceed to the development of spontaneous prayer. It will mean that she herself, perhaps, must first present some suggestion, helping the children to decide ahead of time what is to be the nature of the prayer, whether of adoration, thanksgiving, love, propitiation, or petition.

Gradually, the leadership can be transferred to individual children who, the teacher knows by care-

ful, loving study of her group, are able and not too self-conscious to formulate a prayer for the class. The practice can be further developed by merely allowing a few seconds of silence at changes of subjects or activity, for the children to pray silently, reminding them that they need not pray anything even so long as a Hail Mary.

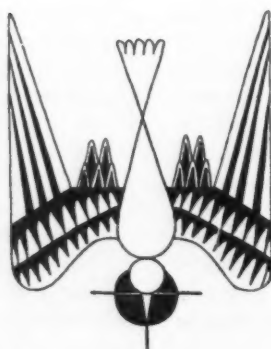
TEACH CHILDREN TO PRAY AS HEART PROMPTS

Much might be gained by the teacher's frequent suggestion to pray other prayers than those of petition—faith, propitiation, love, thanksgiving, spiritual communion. The children of Fatima, with their prayers of adoration and reparation, are fine examples. The important point, however, is that they pray thoughtfully and consciously. Some teachers have begun the very laudable practice of minute meditations, even with small children. The earlier such a practice is begun, the more fruitful it will prove.

It is true that such meditations cannot be produced without help and training by the teacher; for some time she will have to pray and meditate with the children, suggesting, encouraging, assisting. But in this, as in every other truly creative endeavor, the more she keeps herself in the background,

offering help only when it is needed, the farther the children will progress. There is a possibility that through this practice with her class, the Sister too will gain a great deal of help and learn much for that formidable morning meditation which is her responsibility every day.

Educators have gone a long way toward developing individuality, responsiveness, and self-expression in children. In fact, it is recognized that in some things some educators have gone too far. But it has always been a characteristic of educational movements that even the most bizarre, in their attempt to swing the pendulum from one weakness to the opposite point, have brought out some good principles which, if applied with moderation, have proved beneficial. Creativeness, self-expression, an emphasis on the understanding of what one is doing, are the strong points of modern education. Let us apply them to the child in his prayer-life. Let us teach him to pray, and allow him to pray as his heart prompts him. Then, God grant, we shall have fewer instances of junior and senior high school pupils who are unable to write the most common Catholic prayers that they "recite" so glibly. Perhaps we shall even be spared the frequent disheartening spectacle of classroom groups mechanically prattling off words to which they give no thought while they gaze absent-mindedly out of the window and, when finished, cannot tell what prayer they have recited.





Book Reviews

A General History of the Christian Era, Volume II. By Nicholas A. Weber, S.M., S.T.D., revised, enlarged, and brought up to date with the aid of John L. White, S.M., B.S. in L.S. (The Catholic Education Press, Washington, 1948; pages 782, with Chronological Table and Index; price \$4.00).

"Despite his astounding material development and enormous increase of creature comforts, man yet stands in dire need of God. The *History of the Christian Era* aims at instilling this lesson into the minds of American youth." With these words, Dr. Weber prefaces the ninth edition of his presentation of the facts of general history during the Christian Era.

Revised and brought up to date with the assistance of Father White, this work is as new as the Marshall plan and as modern as the atomic bomb of which it treats. Here is history of modern times traced from the chapel door at Wittenburg (October 31, 1517) to General Marshall's speech at Harvard University (June 5, 1947)—from the tenets of Luther to the doctrine of Truman.

Certainly no history text designed for Catholic study is complete when it fails to evaluate the rôle of the Catholic Church in the parade of civilization. Dr. Weber's book is meant to do just that. Nor would such a treatise be amiss in the Catholic home as a handy reference for the teen-age student of history who is daily exposed to the paganistic pages of public school chroniclers.

The authors point out the whys and wherefores for the so-called Protestant revolt which marked the bitter struggles between Catholics and Protestants from the early 16th

century until the Thirty Years' War (1618-48), the last and most important religious war. No effort is made to deny the need of reform within the Catholic Church, indeed during this virulent 16th century, "she needed it more than in any other period of her history." For the civil rulers, however, it provided a convenient pretext for the suppression of Catholicism. The history of the Church from that time is marked by its struggles with the State and its constant battle to keep her place through years of prejudice and discrimination.

In the United States the Church has had to face serious obstacles since the days of its first bishop in 1789. The anti-Catholic movement in this country flaunted its bigoted banner under various names. We have been in turn exposed to Native Americanism, Knownothingism, the American Protective Association (A.P.A.), the Guardians of Liberty, and the Ku Klux Klan. Though the growth of the Church was retarded by the aforementioned groups it was never completely suppressed and today Catholics form the leading denomination in this country.

Catholicism *versus* communism receives appropriate space and papal encyclicals are quoted calling our attention to the falsity of the Soviet system. "Communism rests on palpable falsehood, results in crying injustice, introduces class tyranny and enthrones social atheism," so writes Dr. Weber. There are pages devoted to the recent world war and to the interesting events from Germany's rearmament of the Rhineland in 1936 until the signing of peace treaties aboard the *Missouri* on September 2, 1945.

A concluding chapter paints a

rather drab picture of the state of the world. Class conflict and strife are rampant as power-drunk Russia seeks to wage a diplomatic war against the United States from within the iron curtain. Now is the dawn of a new Christian era—another period of paganistic man's war on God. Today, the foes are drawn up on two sides—the pagan philosophy of communism in the East and the Christian traditions in the West.

FRANK D. CAMPBELL

Handbook of English. By John E. Warriner. *The English Workshop Series* (Harcourt, Brace and Co., New York, 1948; pages xiii, 498 with Index; price \$1.60).

High school teachers, in the ninth and tenth years especially, face the responsibility of developing in their students a deeper appreciation of good literature and a greater love of reading. This task would be a pleasant one indeed if boys and girls entering the ninth year were equipped with a wide vocabulary, a thorough and comprehensive knowledge of grammar and good usage, and a familiarity with the best forms in composition. But, alas, this is not the case and ninth year teachers realize that, in most cases, their new students have thrown overboard the rules and usages taught them in the elementary school or seem to be allergic to them. Therefore, concomitant with the development of deeper and wider tastes for literature, a reteaching of the usages of grammar and of the tools of composition is necessary.

To help ninth and tenth year teachers meet this responsibility, Mr. Warriner's *Handbook of English* is offered. Since the daily teaching period consists of forty or

forty-five minutes, it is essential that every minute possible be conserved for the work in literature and reading. A book that will make this possible for both teacher and student is one with abundant teaching materials arranged so as to permit easy reference. The *Handbook* is this type of book.

This basic teaching text, small enough in size and bulk to permit students to carry it with other books, gives the teacher and student a full explanation of each phase of

the work, correct forms illustrating the explanation and plenty of practice exercises to serve diagnostic and remedial purposes. Thus the book may be used for group instruction, instruction of the individual, and as a reference for individual student use. This use of the *Handbook* in the ninth year, as Mr. Warriner intends, should bring about a uniformity of instruction and strengthen the weak points of individual students so that familiarity with its contents will make possible

a greater mastery of the subject matter in the tenth year.

Since the author wrote his book for teachers who prefer their own methods of motivating composition, he has omitted elaborate motivation from his chapters on composition, thus devoting more space to basic forms and skills. This has also provided space for helpful suggestions concerning the use of the library and of the valuable contents of its reference books.

Mr. Warriner planned the *Handbook* to be adaptable to any course of study and to any classroom. It has been put to the test of classroom use and is the fruit of the experience of the author and his collaborators.

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Roads to Anywhere. By Marquis E. Shattuck. Book Five, Beacon Lights of Literature (Iroquois Publishing Co., Inc., Syracuse, N. Y., 1948; pages viii, 439 with Index of Authors and Titles; price \$4.12).

One of the outstanding features of *Roads to Anywhere* is the excellent selection of material of good literary quality. This gives the child the opportunity to acquaint himself with the best in literature and helps him to discriminate at the present time and in his later reading. The choice of selections is so diversified that they are bound to meet the needs and interests of every reader. Thought-provoking, stimulating, of high imaginative quality, the material will be a source of delight and joy to the good reader, of interest to the average one, and an incentive for improvement to the slower one. Questions and answers at the end of selections provide ample material for oral discussion, project work, and correlation with other subjects.

The book is beautifully illustrated, particularly the pictures in color, helping the child to visualize what he reads, and stimulate his imagination. VIRGINIA D. WALSH

This is Our Parish. By Sister M. Marguerite, S.N.D., M.A., and Catherine Beebe. Advanced second reader (Ginn and Co., Boston; pages 256; price \$1.28).

As is evident from the title, this book concerns itself with the child's experiences in the life of his parish church and school. Through a con-

Dante Theologian

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by

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This new translation is probably the first that follows Dante's terza rima and the length of his line, eleven syllables. The translator has sought to retain the majesty and flow of Dante's style. At the same time he is most faithful to the sense of the original. Thus the English version retains the flavor of the Florentine poet's masterpiece.

The translator lived in Italy for several years and there developed his admiration and enthusiasm for the DIVINE COMEDY. How this devotion grew he explains in his Preface.

In addition to the translation the volume contains 172 pages of commentary; in fact, two commentaries: one throwing light on the literal meaning of obscure passages, the other explaining the spiritual or theological contents. The reader will thus see in considerable detail that the poem is an extended parable of Christian doctrine. The value of the book is enhanced by a DICTIONARY OF PROPER NAMES (52 pages).

For those who have yet to be introduced to the DIVINE COMEDY, the present work will help them to appreciate it. For those who have already learned to admire the great epic, this volume will furnish additional explanation.

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tinuity of stories dealing with parochial school activities and church activities, the child comes to realize his part in such a relationship. He is better able to understand and appreciate the importance and influence of both the Catholic school and Church upon his daily life. Through the stories the reader develops Christian principles as growth in Christian social living is provided for through the story material. The child will develop a deeper understanding and appreciation of his religion, and incline toward Catholic action and cooperative participation in the religious and social functions of the parish.

VIRGINIA D. WALSH

Wopsy Again. By Gerard Scriven, W.F. (The Catechetical Guild, St. Paul 1, Minn., 1947; pages 103; price \$1.75).

In his characteristically charming style, Father Scriven presents another delightful account of Wopsy's adventures as guardian to Shiny John. These guardian-angel activities include encounters with such evil spirits as the Spotted Devil, Storm Devils, and The Business. Youngsters old enough to grasp, and "oldsters" not too sophisticated to be taught, can learn new devil-fighter techniques from the ingenuity of this angel guardian in combating evil spirits. Mastery of these techniques by old and young may be one of the most practical fruits of this story of Wopsy's further adventures.

Each of the fourteen stories in the book is a happy mixture of reverence and humor. Added to this unusual combination are Jill Elgin's piquant illustrations which help powerfully to attain the author's aim of personalizing our angel guardian and making persons of a spiritual nature as vivid a reality as those of human nature. The author also succeeds in stimulating interest in missions and vocations by making the reader share Wopsy's joy in bringing missionaries to the African natives and John to the missionaries.

Those who enjoyed the early adventures of Wopsy will welcome this account of his further adventures, equally exciting and entertaining; those who regarded these adventures as a little too fantastic and worldly for an "angel spirit" will not be too

enthusiastic about meeting *Wopsy Again*.

SISTER MARY ISABEL, S.S.J.

From Season to Season. By Sidman P. Poole, Ph.D., Thomas F. Barton, Ph.D., and Clara Belle Baker, M.A., illustrations by Miriam Story Hurford and Arch F. Hurford. Book II *Geography Foundation Series* (The Bobbs-Merrill Company, Indianapolis and New York, 1947; pages 156; price \$1.44).

This book is interesting and stimulating. Written in story form it appeals to the children's imagination, at the same time concretely giving information of the four seasons and the functions of each. Particularly thought provoking are the questions placed at the conclusion of each chapter. These are not too difficult, yet they initiate the child into thinking a problem out for himself. The language is simple and direct, and the vocabulary helpful. The illustrations are appealing and colorful.

VIRGINIA D. WALSH

Better Reading and Study Habits.

By Victor A. Kelley and Harry A. Greene (World Book Company, Yonkers-on-Hudson, N. Y., 1947; paper, pages 74; price 52 cents).

Noteworthy for its balanced subject matter and skillful organization of the complex fundamental reading and study procedures, *Better Reading and Study Habits* can help the average junior and senior high school student to analyze and correct his own reading difficulties. Most high school students, even those of the upper intellectual group, recognize the need for such a book. They have already experienced their handicaps when they have attempted to read not only textbooks but even periodicals, reference books, and fiction. Hence, they will welcome this 74-page self-analysis of reading difficulties with its brief but beneficial program of self-improvement.

This workbook is well adapted to individual or group instruction. The well-chosen subject matter of its 12 chapters covers practically every reading hazard met by the ordinary student. Furthermore, the chapter organization, drills, and exercises closely parallel those reading and study skills most accurately

(Continued on page 80)

Book News

57 More Britannicas to Europe

New evidence that the democratic peoples abroad are sorely in need of good reference books has been released by William Benton, publisher and chairman of the board of directors of the Encyclopaedia Britannica.

Mr. Benton disclosed the content of more than 200 letters from libraries and heads of universities in Europe and Asia sent in response to the receipt of gift sets of the Encyclopaedia Britannica. They reveal still desperate lack of authentic reference material in virtually all the countries once occupied by the Axis.

Under Mr. Benton's auspices, the Britannica, last fall, gave 300 sets of its major reference work to war-damaged libraries, universities and other educational institutions overseas. The recipients were selected by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Last month, on behalf of the American delegation to the recent United Nations Conference on the Freedom of the Press, of which he was chairman, Mr. Benton gave an additional 57 sets of the Britannica to the U. S. Army for distribution to the democratic press in the U. S. zones of Germany and Austria. (B 37)

"Vision of Fatima" Oct. 13

Rev. Michael Ahern, S.J., of Weston College, who was appointed official photographer by His Excellency, Archbishop Cushing of Boston, to accompany a pilgrimage last month to Lourdes and Rome, read advance galley proofs of Father Thomas McGlynn's book, *Vision of Fatima*, to be published by Little, Brown & Co. (\$2.50), and had this to say:

"Father McGlynn has written a book about Fatima that, in my judgment, will be the most popular book on this subject that has yet been written, at least in English. Not only does he paint a vivid picture of the creation of the famed statue of Our Lady of Fatima, which he made under the critical eye of Lucy, one of the three children who witnessed the apparitions; but he places her before us in so lifelike a guise that we seem to have known her personally all our lives. In addition, Father McGlynn has looked into the hearts of many people and has given the answers to difficulties that have puzzled them not a little. A book that is devout, and respectfully critical of some exaggerations, it is to be highly recommended to all."

Father Ahern will visit Fatima before he returns to this country and will make many pictures there the anniversary of the great day of the miracle, October 13, 1917. And it is this day next October the publishers, Little, Brown & Co., selected for the publication of Father McGlynn's book in this country. (B 38)

(Continued on page 96)

APPROVED TEXTBOOKS FOR CATHOLIC SCHOOLS

Archdioceses and Dioceses and Abbreviations

Baltimore	Bal.	Concordia	Con.	Mobile	Mo.
Boston	Bo.	Covington	Cov.	Monterey-Fresno ⁶	M.F.
Chicago	Chic.	Crookston	Cr.	Nashville	Nash.
Cincinnati	Cin.	Dallas	Dal.	Natchez	Nat.
Denver	Den.	Davenport	Dav.	Ogdenburg	Og.
Detroit	Det.	Des Moines	D.M.	Oklahoma City-Tulsa	Okla.
Dubuque	Dub.	Duluth	Dul.	Omaha	Om.
Indianapolis	Ind.	El Paso	El P.	Owensboro ¹	Owen.
Los Angeles	L.A.	Erie	Erie	Paterson	Pat.
Louisville ¹	L.	Evansville ³	Ev.	Peoria	Peo.
Milwaukee	Mil.	Fall River	F.R.	Pittsburgh	Pitt.
Newark	New.	Fargo	Far.	Providence	Pro.
New Orleans	N.O.	Fort Wayne	Ft.W.	Pueblo ⁷	Pueb.
New York	N.Y.	Gallup	Gall.	Puerto Rico	P.R.
Omaha	Om.	Galveston	Gal.	Raleigh	Ral.
Philadelphia	Phila.	Grand Island ⁴	Gr.I.	Richmond	Rich.
Portland (Ore.)	P. (Ore.)	Grand Rapids	G.R.	Rochester	Roch.
St. Louis	St.L.	Great Falls	Gr.F.	Rockford ⁸	Rock.
St. Paul	St.P.	Green Bay	G.Bay	Sacramento	Sac.
San Antonio	San Ant.	Harrisburg	Hbg.	Saginaw	Sag.
San Francisco	San Fr.	Hartford	Hart.	St. Cloud	St.Cl.
Santa Fe	S. Fe.	Helena	Hel.	St. Joseph	St.Jos.
Washington, D. C.	W.	Honolulu	Hon.	Salina	Sal.
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Altoona	Alt.	Kansas City, Mo.	K.C.	Savannah-Atlanta	Sav.
Belleville	Bel.	La Crosse	L.C.	Scranton	Scr.
Boise	B.	Lafayette (Ind.)	Laf.	Seattle	Sea.
Brooklyn	Br.	Lansing ⁵	Lan.	Sioux City ⁹	S.C.
Buffalo	Buf.	Leavenworth	Leav.	Spokane	Spo.
Burlington	Bur.	Lincoln	Lin.	Springfield (Ill.)	Spfd.
Camden ²	Cam.	Little Rock	L.R.	Springfield (Mass.)	Spr.
Charleston	Char.	Madison	Mad.	Steubenville (O.)	St.
Cleveland	Cleve.	Manchester	Man.	Superior	Sup.
Columbus	Col.	Marquette	Mar.	Syracuse	Sy.
				Toledo	Tol.
				Trenton	Tr.
				Tucson	Tuc.
				Wheeling	Wh.
				Wichita	Wich.
				Wilmington	Wil.
				Winona	Win.

¹ The Archdiocese of Louisville and the Diocese of Owensboro use the same list.

² The Diocese of Camden uses the same list as Trenton.

³ The Diocese of Evansville uses the same list as Indianapolis.

⁴ The Diocese of Grand Island uses the same list as Grand Rapids.

⁵ The Diocese of Lansing uses the same list as Detroit.

⁶ The Diocese of Monterey-Fresno uses the same list as San Francisco.

⁷ The Diocese of Pueblo uses in general the same list as Denver.

⁸ The Diocese of Rockford uses the same list as Chicago.

⁹ The Diocese of Sioux City (Iowa) uses in general the same list as the Archdiocese of Dubuque.

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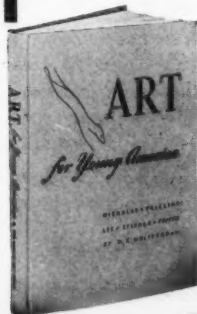
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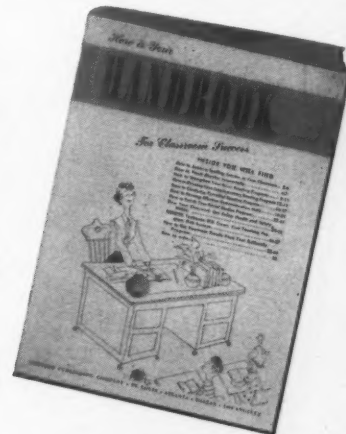
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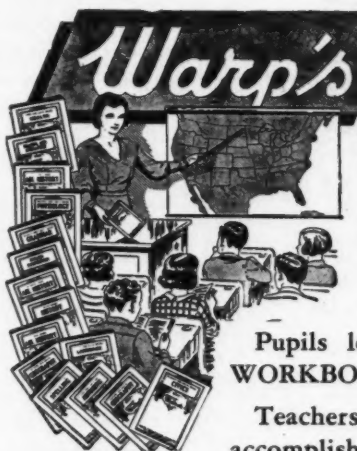
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ASPINWALL, *Jataka Tales Out of Old India* (Hale), Br. (S 5-6)
AVERY, F. L., et al., *Prose and Poetry* (Singer), Br. (S 3-6), Buf. (7-8), Det. (7-8), Dul. (5-8), Far., G.R. (7-8), Hart. (7-8), K.C., Leav. (7-8), Okla. (7-8), St.Cl. St.Jos. (S 7-8), St.P. (7-8), Sav. (8), Scr., Sea. (7-8), Sup. (8), Sy. (7-8), Wil.
BAARLAG, S. O. S. to the Rescue (Hale), Br. (S 7-8)
BAILEY, *For the Children's Hour* (Milton Bradley), Tr. (S 2-4)
Merry Tales for Children (Milton Bradley), Buf. (S 4)
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BAKER, *Great Speeches* (Allyn), Br. (S 8)
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The Earth We Live On (Bobba-Merrill), Leav. (4), S. Fe (4)
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Our World and Others (Bobba-Merrill), Leav. (6), S. Fe (6)
BALDWIN, *The Story of Siegfried* (Scribner's), Buf. (S 4), N.Y. (S 6-8)
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BARUCH, *I Know A Surprise* (Hale), Br. (S 2)
Big Fellow (Hale), Br. (S 4)
Big Fellow at Work (Hale), Br. (S 4-5), Buf. (S 4)
BATTLE, FLORENCE, *Jerry* (Beckley-Cardy), Br. (S PP)
BAUM, *The Wizard of Oz* (Bobba-Merrill), Buf. (S 4)
BEALS, F. L., *The Story of Lemuel Gulliver in Lilliput Land* (Sanborn), Br. (S 5-6)
The Story of Robinson Crusoe (Sanborn), Br. (S 6-8)
BEAUCHAMP, CRAMPTON, GRAY, *All Around Us* (Scott), Phila.
Science Readers (Scott), Phila. (1-3)
BEEBE, *ABC for Catholic Boys and Girls* (Longmans), Scr.
BELL, *Black Face* (Hale), Br. (S 2)
BEMELMANS, Hansi (Hale), Br. (S 3-5)
BERMAN, FRYER & BARNARD, *Community Helpers* (Winston), St.Cl.
Community Interests (Winston), St.Cl.
BERRY, *Girls in Africa* (Macmillan), Buf. (S 6)
BESKOW, E., *Pelle's New Suit* (Platt-Munk), Br. (S 2-3), Buf. (S 2)
BESTON, *The Firelight Fairy Book* (Hale), Br. (S 3-4)
BETTS, *Basic Readers* (American), Pitt. (S)
BIANCO, *The Good Friends* (Hale), Br. (S 3-4)
BLACKMORE, R. D., *Lorna Doone* (Scott), Tr. (S 8)
BOND, *The Little Monkey with the Sad Face* (Day), Buf. (S 4)
BONE & ADSHEAD, *The Little Boy and His House* (Hale), Br. (S 1)
BOYTON, REV. NEIL, S.J., *Blessed Friend of Youth, John Bosco* (Macmillan), Buf. (S 6)
BRANN, *Nannette of the Wooden Shoes* (Macmillan), Buf. (S 4)
BRENNAN, REV. G. T., *The Ghost of Kingdom Come* (Bruce), Phila. (4-7)
The Man Who Dared A King (Bruce), Phila. (4-8)

* We are listing "Periodicals" for the first time. We know that many more dioceses are using them for supplementary and reference purposes, but have not included them in approved lists. We hope that all dioceses will list them in the future.

BRILL, *When Lighthouses Are Dark* (Hale), Br. (S 5-7)
BRINDL, HELEN M., *Your Land and Mine* (Macmillan), Phila.
BROCH, E., *To Market, To Market* (Knopf), Buf. (S 2)
BROENING, MCGREGOR, et al., *Best Liked Literature*
Book One (Ginn), Bal. (7), Br. (S 7), W (7)
Book Two (Ginn), Bal. (8), Br. (S 8), W (8)
BROOKS, *The Tame Story of George Washington* (Lothrop), Buf. (S 5)
BROWN, *The Chinese Kitten* (Hale), Br. (S 3-4)
BROWN, et al., *Tubby, Tiny and Top* (Lyons), Tr. (1)
At Don's Farm (Lyons), Tr. (1)
The Dairy Farm (Lyons), Tr. (1)
Judy's Boat Trip (Lyons), Tr. (1)
Bob and Judy at Play (Lyons), Tr. (1)
The Christmas Story (Lyons), Tr. (1)
Valentine Day (Lyons), Tr. (1)
Christmas Time (Lyons), Tr. (1)
BROWN-BERBECK-MITCHELL, *Animals, Plants, Machines* (Heath), Phila. (1-3)
Farm and City (Heath), Phila. (1-3)
Our Country (Heath), (1-3)
BROWNELL, IRELAND, et al., *Adventures in Safety* (Rand, McNally), Tr. (S 8)
BRUCKNER-LEWIS, *Reading and Diagnostic Tests and Remedial Exercises* (Winston), Pitt. (S)
BRYAN, *There Was Tamie* (Hale), Br. (S 1A)
BUCK, F., *On Jungle Trails* (World), Br. (S 7)
BUCKINGHAM, B. R., *The Children's Bookshelf* (Ginn), Alt. (1-8), Br. (S 1-8), Tr. (S 1-8)
BUCKLEY, WHITE, ADAMS & SILVERNALE, *Road to Safety Series* (American), Alt. (1-6), Leav. (1-3), Nash. (S 1-6), Phila. (S), Scr. (S), Tr. (1-6)
Away We Go (American), Buf. (1)
In Storm and Sunshine (American), Buf. (1 & S 2), Phila.
In Town and Country (American), Buf. (S 2), Phila.
Happy Times (American), Phila.
On Land and Water (American), Phila.
Who Travels There (American), Phila.
BUFF, *Dancing Cloud* (Hale), Br. (S 3-4)
BURGLON, GLAZER, & PHILLIPS, *Around the Caribbean* (Heath), Phila. (2-3)
With Jane and Paul (Allyn), Phila. (3)
Adventures in Science (Allyn), Phila.
BUSH, M. G., *Enjoying Our Land* (Macmillan), Phila.
BUSH, NEMEC, et al., *Democracy Readers* (Macmillan), St.Cl. (1-8), Tr. (1-5)
BUTTERFIELD & BROWN, *Little Wind* (Lyons & Carnahan), Phila. (2-3)
Morning Star (Lyons & Carnahan), Br. (2-3)
BYRD, *Little America and Skyward* (Putnam), Buf. (S 5)
CAMPBELL, CAPT. WILLIAM, *Knight of the North* (Bruce), Phila.
CARPENTER & BAILEY, *The Rainbow Series of Science Readers* (Allyn), Phila. (1-6)
CARROLL, L., *Alice's Adventures in Wonderland* (American), Buf. (S 4)
CARROLL, *Flight of the Silver Bird* (Hale), Br. (S 5-7)
CASSERLY, *Michael of Ireland* (Hale), Br. (S 4-6)
CHAMBERLAIN & SHATTUCK, *Beacon Lights of Literature* (Iroquois), Alt. (6-8), Br. (S 6-8), Buf. (7-8), Cleve. (7-8), Dub., Dul. (7-8), Gr. F., Hart. (7-8), Mo. (7-8), Phila. (7-8), St.Cl. (S 6-8), St.Jos. (S 6-8), San Ant. (7-8), S. Fe. (6-8), Scr., Tr. (7-8)
CHAMBERLIN, *From Pine Knots to Electric Lights* (Buxton), Buf. (S 4)
CHARLOTTE, SR., & MARY SYNON, *These Are Our Freedoms* (Ginn), Phila. (7)
These Are Our Horizons (Ginn), Phila. (8)
CHICAGO, ARCHDIOCESE OF, *SCHOOL BOARD, Before Six*, Chic. (K)
CHOATE & CURTIS, *Pinefores and Pantalets* (Hale), Br. (S 4-6)
CHRISTIAN BROTHERS, *De La Salle Readers* (Christian Bros.-La Salle Bureau), Br., Gal. (6-7)
CLARK, B., *Belle River Series* (Lyons), Br. (S 1-3)
CLARKE, et al., *Our Animal Book Readers* (Heath), St.Cl. (6-8)
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COOK, LOBAN, et al., *Challenge to Grow* (Harcourt), Br. (S 7-8)
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Horns of Gur (American), Br. (S 5-6)
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CREW, *Alanna* (Harper), Br. (S 5-7), Buf. (S 6)

CROSS & LEHR, *Literature, a Series of Anthologies* (Macmillan), Br. (7-8)
CROWNFIELD, *Alison Blair* (Dutton), Buf. (S 6)
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Living Together at Home and School (Macmillan), Phila. (1)
Living Together in Town and Country (Macmillan), Br. (S 2), Phila. (2)
Elementary Social Studies Series (Macmillan), Br.
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DAVISON, *Red Heifer* (Hale), Br. (S 7-8)
DE ANGELI, *Petite Suzanne* (Hale), Br. (S 4-6)
DEFOE, D., *Robinson Crusoe* (Allyn), Br. (S 6-8)
Robinson Crusoe (Cosmopolitan), Buf. (S 8)
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HILL & MAXWELL, *Little Tonino* (Macmillan), Buf. (S 4)
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 HODER, *The Picture Book of Travel* (Macmillan), Buf. (S 5)
 HOFFMAN, *Slovenly Peter* (Hale), Br. (S 2-4)
 HOGAN, I., *Little Black and White Lamb* (McKay), Buf. (S 2)
 HOGNER, *Nacajo Winter Nights* (Hale), Br. (S 3-5)
 HOKE, *Major and the Kitten* (Hale), Br. (S 3-4)
 HOLBERG, *Mitty and Mr. Syrup* (Hale), Br. (S 2-3)
 HOOPES, FLORENCE J., & MARGARET CAMPBELL, *Whys and Wherefores* (Winston), Gall. (5), S. Fe (5)
 HOPKINS, *The Sandman Series* (Hale), Br. (S 2-4)
 HORN, et al., *Progress in Reading Series*, (Ginn), Alt. (4-6), Br. (S 1-6), Dub., S. Fe (4-6), Scr.
 HOUCK, *Youngest Rider* (Lothrop), Buf. (S 5)
 HOVIOUS, C., *Plying the Printways* (Heath), Alt. (4-6), Bal. (S), Dub., Gr.F., Phila. (S), Scr., W. (S)
 HOVIOUS & SHEARER, *Wings for Reading* (Heath), Hart. (7-8)
 HUBER, *Onder, the Oat* (American), Br. (S 1), Tr. (S 2)
 Skags, the Milk Horse (American), Br. (S 2), Tr. (S 2)
 HUBER-SALISBURY-GATES, *The Core Vocabulary Reader* (Macmillan), Br. (1-3), Det. (S 1-3), Phila.
 HUBER, SALISBURY & O'DONNELL, *I Know a Story* (Row-Peterson), Buf. (1-2)
 HUBER, A Child's Story of the Animal World (Hale), Br. (S 2-4)
 HUNT, M., *Life of Our Lord for Children* (Sheed & Ward), Buf. (5)
 HUNT, *Bobby Dog and His Friends* (American), Br. (S 1)
 HURD, *The Race* (Hale), Br. (K)
 HUTCHINSON, *Candlelight Stories* (Hale), Br. (S 2-4)
 Fireside Stories (Hale), Br. (S 3-5)
 HYDE, *The Singing Sword* (Hale), Br. (S 6-8)
 ILIN, *Black on White* (Hale), Br. (S 5-7)
 JEWETT, *God's Troubadour* (Hale), Br. (S 6-8)
 JOHNSON, ELEANOR M., *Skilletts* (Merrill), Phila. (1-8), Pitt. (S)
 JOHNSON, W. H., *Guidance in Reading Series* (Lyons), Br. (S 2-4), St.Cl., S. Fe (4-8), Tr. (1-6)
 JOHNSTON, R. E., *Buffalo Bill* (Allyn), Br. (S 7-8)
 JONES, *Ragman of Paris* (Hale), Br. (S 3-4)
 Peter and Gretchen of Old Nuremberg (Hale), Br. (S 3-4)
 JUDD, *Classic Myths* (Rand, McNally), Buf. (S 4)
 KAHMANN, *Sink and the Little Gypsy Goat* (Hale), Br. (S 3-4)
 KEATING, *Sue and Mickey* (Lyons and Carnahan), Br. (S 1)
 KELLY, BROGAN & CONNORS, *Poems for the Grades* (Saddl), Alt. (1-8), Dub., N.Y., Og. (1-8), Peo. (S 1-8), Roch., St.Cl. (1-8), Tr. (1-8)
 KENLY, *Wild Wings* (Hale), Br. (S 7-8)
 KENT & LITTLE, *Little Black Eyes* (Macmillan), Buf. (S 4)
 KING & DENNIS, *The Way of Democracy* (Macmillan), Phila.
 KIPLING, R., *Jungle Book* (Doubleday), Phila. (S)
 Second Jungle Book (Doubleday), Phila. (S)
 KISSIN, *Raffy and the Honkbeest* (Hale), Br. (S 2-4)
 KNIGHT, *Alexander's Christmas Eve* (Hale), Br. (S 3-5)
 KNIPE, *The Lucky Sixpence* (Hale), Br. (S 6-8)
 KNOX, *Swift Flies the Falcon* (Hale), Br. (S 8)
 KUHN, ANNA, *A Queen's Command* (Bruce), Phila.
 KUMMER, *The Great Road* (Hale), Br. (S 6-8)
 KUNHARDT, *Little One* (Hale), Br. (S 2)
 LAIDLAW BROS., *Guidebooks to Reading*, Bel. (7-8)
 LAMB, C. & M., *Tales from Shakespeare* (Allyn), Br. (S 8)
 LANGE, *On the Fur Trail* (Newson), Br. (S 5-8)
 LARGE, *Little People Who Became Great* (Wilke), Buf. (S 4)
 La RUE, *In Animal Land* (Macmillan), Buf. (S 2)
 LEAVELL, BRECKENRIDGE, BROWNING & FOLLIS, *The Friendly Hour Series* (American), Br. (1-8), Phila., Tr. (1-8)
 LEE, *Pablo and Petra, a Boy and Girl of Mexico* (Hale), Br. (S 4-6)
 LENT, H., et al., *Aviation Readers* (Macmillan), Det. (S 1-6), Phila.
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 Straight Down (Macmillan), Phila. (2)
 Planes for Bob and Andy (Macmillan), Phila. (3)
 Airplanes at Work (Macmillan), Phila. (4)
 LEWIS, Ho-Ming, *Girl of New China* (Hale), Br. (S 6-8)
 LEWIS, ROLAND & GEHRES, *New Silent Readers* (Winston), Dub., Gr.F.
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 LINDBERGH, CHAS. A., *We* (Putnam), Buf. (S 5)
 LINDERMAN, *Stumpy* (Hale), Br. (S 2-4)
 Indian Why Stories (Hale), Br. (S 5-7)
 LINDSAY & POULSSON, *The Joyous Guests* (Hale), Br. (S 5-6)

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 LOGERLOF, *Christ Legends* (Holt), Buf. (S 6)
 LOMEN & FLACK, *Laktak, An Arctic Boy* (Doubleday), Buf. (S 5)
 LOVELL & HECKER, *Bunny and the Garden* (Beckley-Cardy), Br. (pp)
 McELROY & YOUNGE, *Toby Chipmunk* (American), Br. (S 1)
 McEVY, A.M., RT. REV. MSGR., *Catholic Child Readers* (Winston), Scr.
 McLAUGHLIN & CURTIS, *American Cardinal Readers* (Bensinger), Gal. (S), Phila.
 McSKIMMON & LYNCH, *The Magic Spear* (Allyn), Br. (S 7-8)
 McSPADDEN, *How They Carried the Mail* (Sears), Buf. (S 5)
 MacEACHEN, *Child's Life of Abraham Lincoln* (Catholic Bk. Co.), Dub.
 Child's Life of Mary, Queen of Scots (Catholic Bk. Co.), Dub.
 MACMILLAN COMPANY, *Aviation Science for Boys and Girls*, Br. (S 1-6)
 MALKUS, *Stone Knife Boy* (Hale), Br. (S 7-8)
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 MASEFIELD, *Jim Davis* (Newson), Br. (S 7-8)
 MAXWELL & HILL, *Charlie and His Kitten* (Topsy (Macmillan), Buf. (S 2)
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Days and Deeds (Cath. Ed.), Dub. (5), L.R. (5)
People and Progress (Cath. Ed.), Dub. (6), L.R. (6)
Paths and Pathfinders (Scott), Dub. (7)
Wonders and Workers (Scott), Dub. (8)
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Day In and Day Out (Row-Peterson), Gall. (P)
Friendly Village (Row-Peterson), Gall. (2)
If I Were Going (Row-Peterson), Gall. (3)
Rides and Slides (Row-Peterson), Gall. (PP)
Round About (Row-Peterson), Gall. (1)
Singing Wheels (Row), Bal. (4), W. (4)
Engine Whistles (Row), Bal. (5), W. (5)
Runaway Horse (Row), Bal. (6), W. (6)
O'FARRELL, *North on the Great River* (Lyons), Br. (S 4-5)
O'ROURKE, L. J., *Self-Aide in English Usage* (Psychological Institute), Phila.
ORR, ETHEL M., et al., *Reading Today* (Scribner), Bal. (7), W. (7)
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ELEMENTARY SCHOOLS Readers (Continued)

- WALPOLE, *You Can Read Better* (Silver), Br. (7-8)
WALTERS, *Book of Christmas Stories* (Dodd), Buf. (S 4-5)
WATSON, *The Story of Textiles* (Harper), Buf. (S 4)
WEIDER & McEVOY, *The Catholic Child & Youth Readers* (Winston), Br. (1), Phila., Roch., Scr., Tol., Sy.
WELLONS, McTUNNAN & SMITH, *A Junior Anthology* (Laidlaw), Cleve. (7-8), Tr. (7-8) *Cultural Growth Series* (Laidlaw), Br. (7-8), Pitt. (7-8)
Studies in Prose and Poetry (Laidlaw), Tr. (7-8)
WELLS, *Ali the Camel* (Hale), Br. (S 3-4)
Peppi the Duck (Hale), Br. (S 3-4)
WHEELER & DEUCHER, *Mosart the Wonder Boy* (Hale), Br. (S 4-6)
WHITE, *Daniel Boone* (Allyn), Br. (S 8)
WHITEHEAD, *The Standard Bearer* (American), Br. (S 6-8)
WHITEMAN, *Jane and Jerry* (Nelson), Buf. (S 4)
WHITFORD, LIEK & GRAY, *Art Stories* (Scott), Buf. (1 & 3)
WICKES, F. G., *Happy Holidays* (Rand, McNally), Buf. (S 4)
WIESE, *Wallie the Walrus* (Hale), Br. (S 2-4) *The Rabbit's Revenge* (Hale), Br. (S 2-4)
Karoo the Kangaroo (Hale), Br. (S 3-5)
WILBUR, MEAD, GREER & ARSDALE, *Poetry Journeys* (Singer), Gr.F.
WILDER, *Farmer Boy* (Hale), Br. (S 5-6)
WILKINSON & BROWN, *Improving Your Reading* (Noble), Alt. (4-8), Br. (S 6-8)
WILLIAMS, MADISON, et al., *Adventuring for God* (Hall, McCreary), Tr. (S 5-6)
Heroes of Health Series (Hall, McCreary), Tr. (S 5-6)
Washington to Lindbergh (Hall, McCreary), Tr. (S 5-6)
Wonderful Stories from Nature (Hall, McCreary), Tr. (S 5-6)
WILSON, WILSON, et al., *Our Ways of Living* (American), Br. (S 3-7), Tr. (S 5-8)
WINDHAM, JOAN, *Heaven on Earth* (Sheed & Ward), Buf. (S 3)
The King's Christmas Present (Sheed & Ward), Br. (S 3)
Six O'Clock Saints (Sheed & Ward), Buf. (S 5)
More Saints for Six O'Clock (Sheed & Ward), Buf. (S 3 & 5)
WIRRIES, *The Praying Pines* (Ave Maria Press), Buf. (S 6)
WITTY, et al., *Reading for Interest* (Heath), Br. Det. (S 1-6)
Ned and Nancy (Heath), Br. (pp), S. Fe (pp, 1-3)
WOLF & HOLMES, *The Grocery Man* (Noble), Br. (S 1-2)
WRIGHT, L., *The Magic Boat* (Ginn), Buf. (S 2)
WYLIE, *Our Starland* (Lyons), Tr. (S 5-6)
YERSHOV, *Humpy* (Hale), Br. (S 4-6)
YOUNG, *The Unicorn with Silver Shoes* (Hale), Br. (S 5-7)
YOAKAM, BAGLEY & KNOWLTON, *Reading to Learn* (Macmillan), Alt. (4-7), Char. (7)
YOAKAM & DAW, *Basic Readers* (Laidlaw), Pitt. (S)
YOAKAM, HESTER, ABNEY, *Basic Readers* (Laidlaw), Det. (S 1-2)

RELIGION

- AMBROSE, SISTER MARY, *In the Service of the King Series* (Ver-r Press), Phila.
With Christ in the Mass (Creative Ed. Society), Tr. (S)
A Child's True Story of Jesus (Beckley-Cardy), Dub. (1-3)
ANNA LOUISE, SISTER, *Bible and Church History* (Sadlier), Gr.F., New., Om., Pat., Phila. (8), Tr. (S 7-8)
Bible Stories for Children (Sadlier), Phila. (3-4), Tr. (S 3-4)
ANNUNZIATA, SISTER, O.S.F., *First Communion Catechism* (Benziger), Bal. (1-2), Tr. Owen. W. (1-2)
ANTHONY, SISTER M., *Workbook in Character Education* (Franklin), Dub. (6), Phila. (6-8)
ARCHDIOCESE OF CHICAGO SCHOOL BOARD, *Jesus the Head of the Church*, Dub. (7)
Jesus the King, Dub. (6)
Jesus the Life, Dub. (5)
Jesus the Son of God Made Man, Dub. (8)
BAIERL, REV. JOSEPH, *The Holy Sacrifice of the Mass* (Rochester Sem. Press), Phila. (7)
The Creed Explained (Rochester Sem. Press), Buf. (5)
Baltimore Catechism No. 1 (Revised Edition, Arch. of Chicago School Board), B. (3-4), Chic. (1-4), Roch.
Baltimore Catechism No. 2 (Revised Edition, Arch. of Chicago School Board), Chic. (5-8), Roch.
Baltimore Catechism Nos. 1 and 2 (Revised Edition, St. Anthony Guild), Cleve. (3), G.R. (1-8), K.C. (3-8), St.Cl., San Fr., Tol. (3-8)
Baltimore Catechism Nos. 1 & 2 (Conf. of Christ. Doctrine, Sadlier), Bo., Dul., L., Peo. (3-8), Phila. (3-5), Pitt. (3-8), Sag. (1-8), St. Jos. (3-8), Spo., Sy., Wich. (3-8)

- Baltimore Catechism of Christian Doctrine (Revised edition), Cin. (3-8), Far., Gr.F., Lal., L.R. (3-8), Peo. (3-8), Sea., St., Spr., Sy.
BANDAS, REV. R. G., *The Mass and the Liturgical Year* (Catechetical Guild), Tr. (S 8)
BARTHOLOMEW, SISTER MARY, *The Book of the Holy Child* (Bruce), L.C. (1)
REEBE, *We Know the Mass* (St. Anthony's Guild), Dub. (3), Phila.
The Children's St. Anthony (St. Anthony's Guild), Dub. (2)
The Christmas Story (St. Anthony's Guild), Dub. (2)
BOLTON, MOTHER, *A Little Child's First Communion* (St. Anthony's Guild), Br. (1-2), Dub. (1), Phila.
Foundation Material for Doctrinal Catholic Action (St. Anthony's Guild), Phila.
The Spiritual Way (World), Br., Dub. (1-2), Tr. (S 3-6)
BRALLIE ASSOCIATION, *Baltimore Catechism No. 2* (24 pt. bold face for sight-saving classes), Pitt. (S)
BRENNAN, REV. GERALD T., *Angel City* (Bruce), Phila.
Angel Food (Bruce), Buf. (S 4)
For Heaven's Sake (Bruce)
BUSSARD, PAUL, *The Sacrifice*, Tr. (S 7-8)
BUSSARD-KIRSCH, *Meaning of the Mass* (Kenedy), Wil.
CAMERON, *The Christmas Story* (Lyons), Br. (S 1-2)
CATECHETICAL GUILD, *Saints Through the Ages*, Wich. (6-8)
CATHERINE, SISTER MARY, *The Life of My Savior* (Bruce), Gr.F., L.C. (2)
CATHOLIC TRUTH SOCIETY, *My Catechism*, Phila.
CHARITAS, SR. M., *Stars to Go By for Boys* (Catechetical Guild), Phila. (4)
Stars to Go By for Girls (Catechetical Guild), Phila. (4)
CHRISTIAN BROS., *Course of Religious Instruction* (La Salle), Br. (1-8)
CLARK, *I Belong to God* (Longmans), Buf. (S 4), Gr.F.
CONNELL, *The New Baltimore Catechism No. 3* (Benziger), Bal., Dal., N.O. (7-8), Pat., W. CONWAY, *Question Box* (Paulist Press), Om.
CURRAN, *Great Moments in Catholic History* (Grosset & Dunlap), Phila. (7-8)
CZEKE, *Christ and His Little Friends* (Childrens), Br. (S 2-4)
DAUGHTERS OF CHARITY, *Medal Stories* (Brown-Morrison), Buf. (S 4)
DECK, REV. E. M., *Catechism for Beginners* (Rauch & Stock), El P. (1-2)
DE HARBE, J., *Catechisms* (Benziger), Dul. (4-8), Lal., Pitt. (2-8)
DENNERIE, REV. G. M., *Leading the Little Ones to Christ* (Bruce), Dub. (11)
Bible Study (Bruce), Dub. (11)
DUFFY, REV. M. J., *A Catechism of Christian Doctrine for First Holy Communion* (St. Raphael Publishing Co.), Phila. (1-2)
DUNNEY, *The Mass* (Macmillan), Bal. (8), Br. (S 7-8), W. (8)
ELEANOR, SE. M., *The Life of Christ* (Paulist Press), Phila. Through the Lane of Stars (Appleton), Gr.F.
EUGENE, BROTHER, *A Book of Religion for Elementary Schools, Compendium of Bible and Church History* (Sadlier), Dub. (7-8), Phila. (8), Tr. (S 7-8)
FAERBER, *Catechism* (B. Herder), Bel., Dul. (4 & 7)
FINK, BISHOP, *Bishop Fink's Small Catechism*, K.C. (1-8), Leav. (1-8)
FITZGERALD & FITZGERALD, *Adventuring for God* (Hall, McCreary), Phila. (8)
FITZPATRICK, *Highway to Heaven Series* (Bruce), B. (3), Bal. (8), Dav., Dub. (1-8), Dul. (1-8), Erie (1-8), Gr.F., L.C. (1-8), Rich., Roch. (7-8), R.L.Jos. (8), Sav. (1-8), Sup. (S), W. (8), Win. (1-8)
The Life of the Soul (Bruce), Gr.F., L.C. (3)
We Pray the Mass (Bruce), Gr.F., L.C. (6)
FLYNN, REV. E., *Seeing God—The Story of the Mass* (Sadlier), Phila. (4)
FORNER, REV. B. M., *The Story of the Church* (Basilian), Dub. (7-8)
GASPARRI, KIRSCH & BRENDAN, *Catholic Faith Series* (Kenedy), Alt., Bal., Br., Char. Dub. (7-8), El P. (3-8), G.Bay, Gr.F., Hel., L.A., Man. (8), Okla., Om. (3-8), Peo., Phila. (1-8), P. (Ore.) (3-8), Ral., St.Cl., Spfd. (7-8), Tol., W. Wh.
GILMOUR, R., *Bible History* (Benziger), Bo., El P. (6-7), Gal. (4-7), Gr.F., K.C. (K) (5-8), Leav. (5-8), Nash. (5-7), N.O. (5-7), Tol.
Bible Stories (Benziger), B. (3-4), Cin. (3-4), El P., Gal. L. (3-4), L.A. (3-4), L.R. (3), Mo. (3-4), Owen. (3-4), Phila. (3-4), Spfd. (3-6), Tr. (S 3-4), Wich. (3-4)
GOODIER, S.J., *ARCHBISHOP, The Bible for Everyday* (Kenedy), Man. (8)
HAERING & BULARZIK, *Living with the Church* (Benziger), Dub. (7-8)
HAGUE, CHALMERS & KELLY, *Studies in Conduct* (University), Dub. (6)
HANNON, REV. JEROME D., D.D., *Religion Hour* (Benziger), Dub. (1-2)
HEEG, REV. A., *Jesus and I* (Loyola), B. Bal. (1), Br. (S 1-3), Cov., Dub., Dul. (1-3), El P., Far., Gr.F., K.C. (1-2), L.R. (1-2), P. (Ore.) (1-2), San Ant. (1-2), Sup., Tr. (S 1-3), W. (1), Wich. (1-2), W. Wh.
Illustrated Catechism (Queens Work), Cov., Phila.

- HORAN, E., *Bible Lessons* (Sadlier), Dub. (4), El P. (4), Tr. (S 3-4)
My First Communion Catechism (Sadlier), Bal. (1-2), Br., K.C. (1-2), Mo. (1-2), N.O. (1-2), Peo. (1-2), Pitt. (1-2), St.Jos. (1-2), Tr. (1-2), W. (1-2)
Nos. 1 & 2 Baltimore Catechism (Sadlier), Bal., Br., Cleve. (6-8), Dub. (3-6), Dul., El P. (2-8), Ft.W., L. (3-8), Owen. (3-8), Pitt. (3-6), St.Jos. (3-8), Sy., Tr. (3-8), W.
HORNBACK, *When We Say Hail Mary* (St. Anthony's Guild), Phila.
When We Say Our Father (St. Anthony's Guild), Phila.
JEAN, P.R.M., *Rosary Stories for Little Folk* (Bruce), Phila.
JEHLICKA, *Complete Graded Catechism* (Sadlier), Phila. (6-8)
JOHNSON, HANNAN, AND SISTER DOMINICA, *Series* (Benziger), Br. (3-8), L.R. (3-8), Mil., Nat., Pitt., St. Cl., San D., Tol.
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KELLY, W.R., *Our First Communion* (Benziger), B. (1-4), Dub. (1), Phila. (1-2), Tr. (S 3-4)
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KINKADE, REV. T. L., *A Catechism of Christian Doctrine* (Benziger), B. (5-8), Phila. (1-8)
KIRSCH, REV. FELIX M., O.F.M., Cap., see GASPARRI, KIRSCH & BRENDAN
KNECHT, *Child's History*, Leav. (3-4)
KNECHT & SCHUSTER, *Bible Stories* (B. Herder), Pitt. (3-4)
Bible History (B. Herder), K.C. (K) (3-4), Leav. (3-4), Pitt. (5-8)
LALLOU & SE. JOSEFITA MARIA, *The Mass and Holy Mass* (Benziger), Bal. (8), Man. (S), Phila. (7), Tr. (S 7-8), W. (8), Wil.
LASANCE, REV. F. X., *The Sunday Missal* (Benziger), Man. (S), Phila. (7)
LOEWENSTEIN, *The Child and the Emperor, a Legend* (Macmillan), Br. (S 8)
LOYOLA, MOTHER M., *The King of the Golden City* (Kenedy), Buf. (S 4)
McCLOSKEY, CARDINAL, *Bible Stories for Little Children* (Benziger), N.O. (3-4), Wh.
McDONALD, *Bible History* (Row-Peterson), Det., Dub. (6), Phila. (5-8), Roch., Sag.
McDONALD & SCHOOL SISTERS OF ST. FRANCIS, *Creation Color Book* (Catechetical Guild), Tr. (S 1-2)
Bible Story Color Book (Catechetical Guild), Tr. (S 2)
McGUIRE, *Revised Baltimore Catechism Nos. 1 & 2* (Benziger), Alb. (1-3), Bal., Br. (3-8), D.M., Far., Hbg., Hon., L. (3-8), Mo. (3-8), N.O. (3-6), Owen. (3-8), Pat. (3-6), Peo. (8), St. Jos. (8), San Ant. (3-8), St.Cl., San D., Sea., Sup., W.
McNEILL, REV. L., *The Mystical Book of Christ Series of Religious Textbooks* (St. Anthony's Guild), Br. (S 6-8), Man. (8)
McNARNEY, MARY A., *Forever Virgin* (Catechetical Guild), Phila. (7-8)
McNEILL & AARON, *The Means of Grace* (St. Anthony's Guild), Dub. (7-8), Gr.F., Phila., Tr. (S 7-8), Wich. (7-8)
The Way of Life (St. Anthony's Guild), Gr.F., Phila., Tr. (S 7-8), Wich. (8)
Words of Truth (St. Anthony's Guild), Wich. (6)
MacEACHEN, REV. R., *A Catechism Primer of Christian Doctrine* (Catholic Bk. Co.), Dub. (S), Spfd.
MANNIX, *Illustrated Lives of Patron Saints for Boys* (Benziger), Buf. (S 4), Wich. (3-5)
Illustrated Lives of Patron Saints for Girls (Benziger), Buf. (S 4), Wich. (3-5)
MARGARET MARIA, SR., *Chapter Tests in Christian Doctrine* (Sadlier), Tr. (S 8)
MATIMORE, *Heroes of God's Church* (Macmillan), Buf. (S 4)
Wonder Stories of God's People (Macmillan), Dub. (4), Gr.F.
MERRICK, S., *The Acts of the Apostles for Children* (Herder), Dub. (4)
MICHEL, STEGMAN & SISTERS OF ST. DOMINIC, *The Christ Life Series in Reli-*

ELEMENTARY SCHOOLS Religion (Continued)

gion (Macmillan), Br. (S 1-8), Buf. (S 2),
Ev., Far., Gr.F., Ind., K.C. (1-5, 7-8), Naah.
Far., Gr.F., Ind., K.C. (1-5, 7-8), Naah.
(S 1-8), Pitt. (S 8), Sag., St.Cl., St.Jos. (S),
Sup. (S), Tr. (S 1-8)
God Our Father (Macmillan), Ev. (1), Ind. (1),
K.C. (1)
Jesus Our Saviour (Macmillan), Ev. (2), Ind.
(2), K.C. (2)
The Story of God's Love (Macmillan), Ev. (3),
Ind. (3), K.C. (3)
A Child of God (Macmillan), Ev. (4), Ind. (4),
K.C. (4)
The Redeeming Sacrifice (Macmillan), Dub. (5),
Ev. (5), Ind. (5), K.C. (5)
The Kingdom of God (Macmillan), Dub. (6),
Ev. (6), Ind. (6)
With Mother Church (Macmillan), Dub. (7-8),
Ev. (7) Ind. (7), K.C. (7)
Through Christ Our Lord (Macmillan), Ev. (8),
Ind. (8), K.C. (8)
MONTESORI HORAN, *The Mass Explained to
Boys and Girls* (Sadtler), B. (7-8), Bal. (8),
Br. (S 7-8), Dub. (6), Pitt. (7), Tr. (S 7-8),
W. (8), Wich. (5-6)
MORROW *My Bible History in Pictures* (Don
Bosco Inst.), Phila.
My Catholic Faith (Don Bosco Inst.), Phila.
My First Communion (O'Toole), Bal. (1), Dub.
(2), El P. (3), W. (1)
NEWTON & HORAN, *The Kingdom of God
Series* (Sadtler), Br. (7-8), Cleve., Dul., Erie,
St.Cl., St.Jos. (3-8), Wil.
Old Testament History (Sadtler), Phila., Spr.,
Tr. (S 5)
New Testament History (Sadtler), Gr.F., Phila.,
Roch. (7-8), Spr., Tr. (S 6)
Bible History (Sadtler), Bal. (4-6), Br. (5-8),
Cleve. (5, 7), Det., Dub. (6), K.C. (4-5),
L. (5-6), N.O. (5-7), N.Y., Owen. (5-6),
Pat. (5-7), Peo. (6-7), Phila., Pitt. (S), Sag.,
St.Cl., St.Jos. (6-7), San Ant. (7-8), San Fr.,
Sup. (S 6), W. (4-6)
Church History (Sadtler), Br. (8), Cleve. (8), Col.,
(8), Cov., Dub. (7-8), El P. (7-8), K.C. (7), L.
(7-8), N.O. (8), Peo. (8), Phila. (8), St.Jos.
(8), San Ant. (8), San Fr., Spr. (S 7-8)
Bible Lessons (Sadtler), Bal. (3), Br. (3-4),
K.C. (3-4), N.O. (3-4), Peo. (4-5), Roch.,
St.Cl., St.Jos. (3-4), San Ant. (4-5), Sup.
(S 4), W. (3)
O'BRIEN, REV. I., *The Life of Christ* (St.
Anthony's Guild), Tr. (S 7-8)
O'BRIEN, *My First Catechism* (Benziger), Br.
(1-2), Hon. Nash. (1-2)
Advanced Catechism (Follett), Hon.
OECHTERING, *Short Catechism* (Benziger),
El P. (8), Pitt. (8)
PAULIST PRESS, THE, *Baltimore Catechism,
A Catechism of Christian Doctrine*, Phila.
(2-5)
PETERSHAM, *Stories from Old Testament*
(Winston), Phila. (8)
RAEMERS, M.A., Ed.M., Ph.D., REV. S.A.,
The Children's Bible History (Herder), Dub.
(5)
SALOME, *The Life of Our Lord Written for Little
Ones* (Bruce), Buf. (S 4)
SCHOOL SISTERS OF NOTRE DAME, *Before
Christ Came* (Bruce), Dub. (4), Gr.F.
The Vine and the Branches (Bruce), Dub. (5),
Gr.F.
SCHORSCH & SCHORSCH, *A Course in Reli-
gion* (Archdiocese of Chicago School Board),
Chic. (1-8), Con., L. (1-8), N.O. (1-8), Owen.
(1-8), Peo. (1-8), Phila.
Jesus, the Christ Child (Arch. of Chicago School
Bd.), Dub. (1)
Jesus, The Redeemer (Arch. of Chicago School
Bd.), Dub. (2)
SCHUMACHER & SISTER IMELDA, *Learn-
ing My Religion* (Benziger), Br. (S 1), Dub.
(8)
SCHUSTER, J., *Bible History* (Herder), Bel.
SCHWARTZ, KIRWIN & FAUSS, *Bible Stories
for Children*, Chic. (S 2-4)
SISTERS, SERVANTS OF THE IMMACU-
LATE HEART OF MARY, *My Mass Book*
(Macmillan), Br. (S), Dub. (3)
Some Gifts from God Workbook (Catholic Stu-
dents' Press), Phila. (1)
SISTERS OF ST. DOMINIC, *The Christ Life
Series* (Macmillan), Dub. (1-2), Sag.
*History of the Catholic Church in the Diocese of
Brooklyn* (Benziger), Br. (8)
With Mother Church (Liturgical Press), Dub.
(5-6)
SULIVAN, *The Visible Church* (Kenedy),
Dub. (7-8), Gr.F., Om.
The External of the Catholic Church (Kenedy),
Dub. (7-8)
First Communion Catechism (Grady), Dub.
TARANOWICZ, REV. JOHN, *Catechism for
First Communion* (Progress), Dub.
THAYER, *The Child on His Knees* (Macmillan),
Br. (S 2-6), St.Cl.
TIMKO, *Christ and His Little Friends Series*
(Children's), Br. (S 3-5)
TREACY, REV. G. C., *The Commandments*
(Paulist), Phila.
Stories of the Apostles for Children (Paulist),
Br. (S 1-8)
TRINITY GUILD, *The Visualized Catechism*
(Vols. 1, 2), Pitt. (8)

VIOLA, SR. M., *The Great Knight of the Crim-
soned Cross* (Mentzer, Bush), Pitt. (7)
WALTERS, PAX, *A Preparation for the Sacra-
ment of Penance for Children* (Bruce), Sup.
WINDHAM, J., *More Six O'Clock Saints* (Sheed
& Ward), Buf. (S 4)
Six O'Clock Saints (Sheed & Ward), Buf. (S 4)
WINTERS, REV. C. M., *Ethics of Christianity*
(St. Anthony), Dub. (7-8)

SCIENCE

ASTELL & ODELL, *High School Science Clubs—
Bulletin No. 60* (Coll. of Ed., U. of Ill.),
Erie (S 7)
BARUCH & REISS, *My Body and How It Works*
(Harper), Buf. (7-8)
BEATY, J. Y., *The Ocean Book* (Beckley-Cardy),
Br. (S 5-7)
BEAUCHAMP, et al., *Science Stories* (Scott),
Bal., Br. (S 1-3), Buf. (S 3), Cov. Dav. (1-4),
Dul., Far., Pitt. (S), P. (Ore.) (1-5), St.Cl.,
St.P. (1-3), San Ant. (1-3), Sav. Spr., Sup.
(S), Tr. (S 1-3), W.

Look and Learn (Scott), Chic.
All Around Us (Scott), Chic.
How Do We Know? (Scott), Chic.
BEAUCHAMP, MAYFIELD & WEST, *Science
Problems* (Scott), Bal., Chic. (S 7-8), Erie
(S 7), Far., San Ant. (7-9)
Discovering Our World (Scott), Chic. (S 1-6),
Erie (S 7), Far., St.P. (4-6), San Ant. (4-6)
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In this space, we want to express our sincere appreciation to the Catholic educators, in the colleges and in the secondary schools, for making our third year in the Catholic field such a successful one.

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For the company, and for Paul L. Millane, our Catholic school representative, we want to thank you for the business you have given us and we wish to extend our best wishes for a fine school year.

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- CURRIE, *Modern Exercises in Physics* (Globe), Br. (8)
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* We are listing "Periodicals" for the first time. We know that many more dioceses are using them for supplementary and reference purposes, but have not included them in approved lists. We hope that all dioceses will list them in the future.

- DAFROSE, SISTER M. O.P., *A Laboratory Notebook in Physics* (Benniger), Br.
- DULL, *Modern Physics* (Holt), Br., Det., Dub., G.R., K.C. (K), Leav., Sag., St. Cl., Sy., Wich.
- FLETCHER, *Laboratory Experiments in Physics* (Globe), Br.
- FLETCHER & BASSECHES, *Digest of Physics* (Globe), Br.
- FLETCHER, MOSBACHER, et al., *Unified Physics* (McGraw-Hill), Br.
- FULLER, BROWNLEE, et al., *First Principles of Physics* (Allyn), Br., El P., Gall., L.A. (4), Nat., Spr., Sy.
- Elements of Physics* (Ginn), Br., Sy.
- HENDERSON, *New Physics in Everyday Life* (Lyons & Carnahan), Sag.
- MILLIKAN, GALE & COYLE, *New Elementary Physics* (Ginn), Br., Cin., St. Cl., S. Fe
- Essentials of Physics* (Ginn, Dub., Gr. F.
- PECK, *Physics* (with laboratory manual) (American), Dub.
- SEARS, *Essentials of Physics* (Laurel), Br. (8)
- STEWART & CUSHING, *Physics for Secondary Schools* (Ginn), Br.
- TULEEN, PORTER, et al., *Prepare Yourself* (Scott), Br.
- TURNER, *Discovery Problems in Physics* (College), Det.
- VERWIEBE & HAZEL, *Physics: A Basic Science* (Van Nostrand), Pitt. (8), Sag.
- WHITMAN & PECK, *Physics* (American), Br.

RELIGION

- ANNA LOUISE, SISTER, *Bible and Church History* (Sadlier), New., Pat.
- BANDAS, REV. R. G., *Biblical Questions* (St. Anthony), Dub. (3)
- Catholic Action* (St. Anthony), Dub. (4)
- Practical Problems in Religion* (Benedict), Dub. (1)
- BUSARD & KIRSCH, *The Meaning of the Mass* (Kenedy), Br. (1-2)
- CABROL, *My Missal* (Kenedy), Char., D.M. (4), New., Pat.
- CAMPION, R. J., *Catholic Action Series* (Sadlier), Br. (1-3), Con. (1-2), D.M. (1-3), Erie, Gr. F., Hart., L.A. (1-3), Nat. (1-3)
- CASSILLY, F. B., *Religion: Doctrine and Practice* (Loyola), Bo., Br. (1-2), Den. (1-3), Dub. (1-2), El P., Erie (1-3), Far., G.R., Hel., K.C. (K) (2-4), Leav. (2-4), Mil., Om., Pat. (1-3), Pitt. (8), Pro. (1-3), Pueb. (1-3), Spr. (1-3)
- CHRISTIAN BROS., *Complete Course of Religious Instructions* (La Salle), Br.
- DARBY & SMITH, *Scripture Manual, Gospel According to St. Luke* (Burns, Oates & Washbourne), Spr. (4)
- DONOHUE, *Exile in the Stars, a Book of Hours* (Macmillan), Br. (8 4)
- DOUGHERTY, *Outlines of Bible Study* (Bruce), Br. (8 3)
- DOYLE, *We Have a Pope* (St. Anthony Guild), Br. (4)
- DUNNEY, *The Mass* (Macmillan), Br. (8 2)
- ELWELL, REV. C. E., et al., *Our Quest for Happiness Series* (Mentzer, Bush), Bel. Br. (8 1-4), Bur., Cin., Cleve. (1-4), Col. (1-4), Dub. (1-4), Ev. (1-4), Hon. Ind. (1-4), Og. (1-4), Pitt. (8 1-4), Rich., Sag. (1-4), Sal., San Ant. (1-4), San D., Sy. (1-4), Tr. (1-4), Wh., Wich. (1-4)
- FAERBER & GIRARDEY, *Commentary on the Catechism* (B. Herder), New., Pat.
- FENTON, *We Stand with Christ* (Bruce), Br. (4)
- FLYNN, REV. A. MOTHER SIMEON, S.H.C.J., & SR. V. LORETTO, *The Catholic High School Religion Series, The Way, The Truth and The Life* (Sadlier), Br. (8 1-4), Buf. (1), Det. (2), N.O. (1), Pitt. (8 1-4), San Ant. (1-4)
- Living Our Faith* (Sadlier), Det. (1)
- The Triumph of Faith* (Sadlier), Br. (8 2), Buf. (2), Det. (2), N.O. (2), San Ant.
- GASPARRI, KIRSCH & BRENDAN, *Catholic Faith Series* (Kenedy), Char., Dub. (1)
- GIBBONS, CARDINAL, *The Faith of Our Fathers* (N.Q. of H.N. Society), B. (8)
- GOLDSTEIN, *Campaigners for Christ* (Thomas Flynn Co.), Hel.
- GRAHAM, *Faith for Life* (Bruce), Br. (1-2), Det. (4), Dub. (4), Erie, Gr. F., Mil., Nat. (4), Pitt. (8), Spr.
- Truth for Life* (Bruce), Dub. (1)
- HAERING, DOM OTTO, O.S.B., & BULARZIK, DOM R., O.S.B., *Living with the Church* (Benniger), Dub. (1)
- HALD, *Readings from the Sacred Scriptures* (Sadlier), Br. (3)
- HARTDEGEN, *A Chronological Harmony of the Gospels* (St. Anthony Guild), Br.
- HEALY, REV. E. F., S.J., *Moral Guidance* (Loyola), N.O. (4)
- HINTGEN, REV. V., *What the Mass Is* (Sunday Visitor Press), Dub. (2)
- HOLD, REV. H. M., *Reading from Sacred Scriptures* (Sadlier), Dub. (1)
- HORNBACK, F. M., *Leadership Manual* (St. Anthony), Dub. (4)
- The Walters Family* (St. Anthony), Dub. (4)
- JOHNSON, HANNAN & SISTER DOMINICA, *Story of the Church* (Benniger), Hart., N.O. (2)

HIGH SCHOOLS Religion (Continued)

- History of the Church* (Benziger), Det. (3)
**KELLY, MSGR. W. R., REV. E. J. GOEBEL & SR. M. IMELDA, Living My Religion Series (Benziger), Mil.
Letters to Jack (St. Anthony), Dub. (1)
Problem Island (St. Anthony), Dub. (3)
**LAUX, J., A Course in Religion for Catholic High Schools and Academies (Benziger), Br. (S 1-4), El P., Gr.F., N.O. (3), Pitt. (S 1-4), S. D., San Fr.
Apologetics (Benziger), G.R. (4), N.O., (S 3)
Christian Moral (Benziger), B. (4), Dub. (3)
Church History (Benziger), B. (2), Bo., Br. (4), Char., Cin., Con., Den. (3-4), Det. (3), Dub. (4), El P., Erie (8), Om., Pat. (2-4), Pueb. (3-4), Spr. (1-2)
Introduction to the Bible (Benziger), Br. (S 3), Char., Den. (1-2), Dub. (1), Om., Pueb. (1-2)
Catechism (Benziger), El P.
Chief Truths of Faith (Benziger), Dub. (1)
God, Christianity and the Church (Benziger), Dub. (4)
Means of Grace (Benziger), Dub. (2)
Bible Studies (Benziger), Char.
**LONG, REV. VALENTINE, They Have Seen His Star (St. Anthony), Dub. (3)
LOYOLA, SR. M., Visualized Church History (Oxford), Det. (3), N.O. (2)
MARIE, SR. JANE, Christ Life Series (Bruce), Sag.
The Life of Our Lord (Bruce), Br. (S 1), N.O. (1), Sag. (1)
Living in Christ (Bruce), Br. (S 2), Sag. (2)
**MENNEILL, REV. L. A., & AARON M., The Means of Grace (St. Anthony), Dub. (2)
MANION, Lessons in Liberty (Notre Dame Press), Erie
NOLL, Doctrine and the Commandments (Sunday Visitor), Br. (S 2), Pat. (2)
Private and Social Conduct: Social Problems (Sunday Visitor), Br. (S 3), Pat. (3)
Religious Practices and the Sacraments (Sunday Visitor), Br. (S 1), Pat. (1)
The World You Will Face (Sunday Visitor), Br. (S 4), Pat. (4)
**PAROCHIAL SCHOOL PUBLISHING CO., Religion Units for Grades, Det. (1-4), Sag. RAEMERS, The Catholic Gentleman (Sadlier), Erie, Gr.F.
RESCH, Our Blessed Mother (Bruce), Br. (S 1-3)
Our Divine Model (Bruce), Br. (S 1-3)
ROCHE, The Commandments of God (Mission Church), Br. (S 1-2)
ROSENBERGER, Outlines of Religion for Catholic Youth (Grady), Pitt. (8)
ROSS, Sound Social Living (Bruce), Det. (4)
ROSS, REV. J. E., Christian Ethics (Devine-Adair), Dub. (4)
RUSSELL, The Leader (Bruce), Br. (S 1-3), Nat., Pitt. (3)
SCHMIDT & PERKINS, Faith and Reason (Loyola), Bo., Den. (4), Dub. (4), Erie (4), L.A. (4), N.O. (3), Pitt. (8), Pro. (4), Pueb. (4), Wh.
SCOTT, Things Catholics Are Asked About (Loyola), Hel.
Answer Wisely (Loyola), Dub. (1)
SISTERS OF NOTRE DAME, Church History of the United States (Benziger), Erie
SMITH, REV. S. F., S.J., Gospel According to St. Luke (Washburn), Spr.
SPELLMAN, CARDINAL, The Road to Victory (Scribner's), Br.
No Greater Loss, the Story of Our Soldiers (Scribner's), Br. (S 1-4)
STEINMUELLER, REV. JOHN, A Companion to the Sacred Scriptures (Wagner), Br. (3)
A Gospel Harmony (Sadlier), Br. (3)
Some Problems of the Old Testament (Bruce), Br. (3)
SULLIVAN, JOHN F., The Visible Church (Kenedy), B. (1), Dub. (3), K.C. (K) (1), Leav. (1), N.O. (3)
The External of the Catholic Church (Kenedy), Dub. (2)
WEGER, REV. H. R., Studies in Religion, Catholic Doctrine (Sadlier), Dub. (1)**********

SCIENCE

(See also *Biology, Chemistry, Physics*)

- BEAUCHAMP, MAYFIELD & WEST, Every-day Problems in Science** (Scott), Bo., Cleve., Gall. (1), Sag., S. Fe (1), Spr.
General Science (Scott), Sy.
CALDWELL & CURTIS, Science for Today (Ginn), D.M., Dub., Gall. (1), K.C. (K) (1), Leav., St.Cl., S. Fe (1)
Introduction to Science (Ginn), Gr.F., Sy.
CARPENTER & WOOD, Our Environment (Allyn), H., St.Cl., Sy.
Our Environment—How We Use and Control It (Allyn), Buf. (1), Gall. (1), Hart., S. Fe (1), Sy.
CARROLL, F. B., Understanding Our Environment (Winston), Gall. (1)
CLARK, et al., Science on the March (Houghton), N.O. (1)
CLEMENTS, General Science (Iroquois), Sy.

- CLEMENTS, COLLISTER & THURSTON, Our Surroundings (Iroquois), Char., Gall. (1), S. Fe (1), Sy.
DAVIS & SHARPE, Science (Holt), Dub., El P.
DULL, MANN, et al., Modern Sciences (Holt), Br.
EBY, et al., The Physical Sciences (Ginn), Pitt. (4)
FLETCHER, Earth Science (Heath), Br.
GLASS, CARPENTER & WOOD, Modern Science Series (Allyn), Dub.
HAUSRATH AND HARMS, Consumers Science (Macmillan), Cin.
HUNTER & WHITMAN, Problems in General Science (American), Gall. (1), L.A. (1), S. Fe (1)
Doorways to Science (American), Det., Sy.
LAKE & HARLEY, Exploring the World of Science (Silver), Gall. (1), Gr.F., Hel., K.C. (K), Leav., S. Fe (1)
LEMKIN, Visualized General Science (Oxford), Det.
POWERS, Exploring Our World (Ginn), Gall.
POWERS, NEUNER, BRUNER & BRADLEY, Our World and Science (Ginn), Cin., Sy.
Our World Changes (Ginn), Bal.
REGENSTEIN & TEETERS, Science at Work (Rand, McNally), Det., G.R.
SMITH & VANCE, Science for Everyday Use (Lippincott), Det., Sag.
TEETERS, BRIDGES & LEE, Workbook (Rand, McNally), Det., G.R., Wich.
TRAFTON, SMITH, Science in Daily Life (Lippincott), Gall. (1)
UNZICKER & GRUBENBERG, Activities in General Science (World), Char.
VAN BUSKIRK, et al., Science of Everyday Life (Allyn), El P.
WATKINS, BEDELL, General Science of Today (Macmillan), El P.**

SHORTHAND

- BAUGHMAN & GREGG, Most-Used Aviation Terms** (Gregg), Br.
BERLIN, NUNES, et al., Graphic Transcription (Gregg), Br.
BLANCHARD & ZOUBEK, Expert Shorthand Speed Course (Gregg), Br.
Most Used Congressional Record Terms (Gregg), Br.
BOLGER, ST. JOHN, et al., Business Letters for Dictation (Pitman), Br.
BOWMAN, Shorthand Dictation Studies (Southwestern), Br., Dub. (8)
ELDRIDGE, New Shorthand Dictation Exercises (American), Br.
ELDRIDGE, STICKNEY & STICKNEY, Shorthand Reading and Dictation Exercises (American), Br.
FOOTE, STRONG, Most-Used Civil Service Terms (Gregg), Br.
FORKNER, OSBORNE & O'BRIEN, Correlated Dictation and Transcription, Pitman ed. (Heath), Br., Dub. (8)
FRICK, VIETTI, et al., Talk and Take, Thomas Natural Shorthand (Prentice-Hall), Br.
GINSON, One Minute Speed Tests on Gregg Shorthand (Gregg), Br.
GREGG, JOHN ROBERT, Gregg Shorthand (Gregg), B., Br., Char., Det., Dub., El P., G.R., Hart., Hel., Mil., Nat., Sag., Wich. *Gregg Shorthand Manual* (Gregg), Bo., Dub., Gall., N.O. (3-4), St.Cl., Sy. (1)
Gregg Speed Building (Gregg), Dub., Gall., Hel., N.O. (4), Pitt. (2), Spr., Sy. (2)
Gregg Speed Studies (Gregg), B., Bo., Br., Buf. (2), Nat., N.O. (3-4), St.Cl., Sy., Pitt., Wich. *Gregg Graded Readings* (Gregg), Wich. *Frequently Used Army and Navy Terms* (Gregg), Br.
Military Language Manual (Gregg), Br. (S 1)
Words and Phrases Most Frequently Used in the Quartermaster Corps (Gregg), Br.
A Refresher Course in Gregg Shorthand (Gregg), Br.
Shorthand—Functional Method (Gregg), Det., Dub., N.O. (3-4), Pitt., S. Fe
Shorthand—Anniversary Edition (Gregg), Buf. (2), Pitt.
Diccionario de la Taquigrafia (Gregg), Br.
HODEL & PIELAN, High Speed (Rowe), Br.
HUTCHINSON, English Style Studies for Stenographers (Gregg), Br.
ICKES, Basic Transcription (Gregg), Br.
LA VIOLA, Most Used Medical Terms (Gregg), Br.
LESLIE, Gregg Shorthand Functional Method (Gregg), B., Gall., G.R., Pitt., Spr., Sy.
LESLIE & ZOUBEK, Speed Drills in Gregg Shorthand (Gregg), Br.
MENAMARA, BATEN, Rational Dictation Studies (Gregg), Br.
NEWMAN, S. K., Modern Gregg Graded Dictation (Ginn), Br.
PITMAN, ISAAC & SONS, Modern Pitman Shorthand, L.A. (4)
New Standard Dictation, Br.
New Standard Course, Br.
PITMAN, HOWARD, Photographic Shorthand (Photographic Institute), Sy.
REIGNER, New Dictation Course in Business Literature (Rowe), Br.
RENSHAW & LESLIE, Gregg Dictation and Transcription (Gregg), Br., Det., G.R., N.O. (4), Spr., Sy. (2)

- RIEMER, Civil Service Training for Stenographers** (Gregg), Br.
SAPHIER & SMYTH, Expert Dictator (Pitman), Br.
SORELLE & GREGG, Applied Secretarial Practice (Gregg), Sy., Wich.
THOMAS, Natural Shorthand (Prentice-Hall), Br.
WHITMORE-WANOUS, Dictation Transcription Studies (Southwestern), Sy. (2)
ZOUBEK, 800 Takes for Shorthand Speed (Gregg), Br.

SOCIAL TRAINING

- BRIGGS, Manners Today. Parliamentary Procedure** (Briggs), Br.
BROCKMAN, What Is She Like? A Personality Book for Girls (Scribner's), Br.
CRAIG & RUSH, Clothes with Character (Little, Brown), Br.
EVANS, How to Make Historic American Costumes (Barnes), Br.
The Story of Textiles (Little, Brown), Br.
GOODRICH, Living With Others. A Book on Social Conduct (American), Br.
HAWES, Good Grooming (Little, Brown), Br.
RAEMERS, The Catholic Gentleman, A Manual of Christian Practice and Etiquette (Sadlier), Br.
SILVER, GRAVES, RYAN, Foundations for Living (Appleton), Pitt. (3)
STORY & OGLESBY, Individuality and Clothes (Funk & Wagnalls), Br.
VAN DUZER, et al., The Girl's Daily Life (Lippincott), Pitt.

SPANISH

- ALEXIS, First Course in Spanish** (Midwest), Br. (1)
Lasarillo de Tormes (Midwest), Br. (2)
En Espana (Midwest), Br. (S 2)
ALPERN & MARTEL, A Spanish Silent Reader (Globe), Br. (S 2-4)
Asesturas de Don Quijote (Houghton), Br. (S 3)
AMNER-STAUACH, Revista de America (Ginn), Br. (S 3-4)
ARJONA, et al., Spain and America (Scott), Br. (2), Char. (1-2), S. Fe, Spr.
BAHRET, Spanish in Action (Globe), Br. (2-4)
BARLOW, Basic Spanish (Crofts), Br. (1)
BARLOW & STEEL, Noche Oscura en Lima (Crofts), Br. (1-2)
BEDCHECK & CAMPA, Mastering Spanish (Macmillan), Br. (S 3-4)
CABAT & FANNING, A New Approach to Spanish (American), Br. (1-2)
CABEZA DE VACA, Los Naufragos y Relación (Heath), Br. (2-3)
CANO & CAMERON, Cinco Novelas y un Cuento (Heath), Br. (2)
CARVAJAL, Language, Literature & Life (Scott), Leav., Pitt.
Spain & America (Scott), Pitt., Spr.
CASIS & SWITZER, El Mundo (Heath), Br. (1-2), D.M., Gall., S. Fe
CASTILLO & SPARKMAN, Graded Spanish Readers (Heath), Br. (S 1-2)
Volando por Sudamerica (Heath), Br. (2)
CHERUBINE, Curso Práctico de Español para Principiantes (Winston), Pitt. (8)
COATES, Spanish for Today (Harper), Br. (1)
Estas Americas (Harper), Br. (2)
COESTER, Cuentos de la America Española (Ginn), Br. (4)
COLLINS & MORALES, Contrastes, Leyendo y charlando (Holt), Br. (1)
CRAWFORD, Un Viaje por España (Holt), Br. (S 2)
DASCH, et al., Leyendas y Cuentos Panamericanos (Globe), Br. (2)
Spanish in a World at War (Globe), Br. (S 2-3)
DEVITT, Spanish Grammar (Allyn), Br. (1-2)
DORADO, España Pinioresca (Ginn), Br. (S 2-3), N.O. (3-4)
Primeras Lecciones de Español (Ginn), Br. (1)
Primeras Lecturas en Español (Ginn), Br. (1)
Segundas Lecciones de Español (Ginn), Br. (2)
FERNANDEZ & JENNINGS, Spanish Grammar in Review (Holt), Br. (3)
FORRESTER, et al., Vamos a Mexico (Heath), San D.
FRIEDMAN, et al., Spanish, Book One (Scott), Br. (1), Gall.
Literature and Life (Scott), El P.
Spain and America (Scott), San D.
FUCILLA, The Follett Spanish Dictionary (Follett), Br. (S 1-4)
GAIDOS, Trafalgar (Oxford), Br. (1)
GALARRAGA, El Heroe (Oxford), Br. (2-3)
GOGGIO & TAYLOR, Lecturas Ibero-Americanas (Heath), Br. (S 2)
GRISME, Sailing the Spanish Main (Macmillan), Br. (S 1)
GRISMER & ARJONA, The Pageant of Spain (Crofts), Br. (2)
GRISMER & ARROYO, Buenos Amigos, Buenos Vecinos (American), Br. (S 1-2)
HARRISON, Mexico Simpatico (Heath), San D.
HEFLER & ESPINOSA, Primeras Lecturas (Oxford), Br. (1)

HIGH SCHOOLS Spanish (Continued)

HESSE, Spanish Review Grammar (American Book), Br. (3)
Wartime Spanish (American Book), Br. (3)
HILLS & FORD, First Spanish Course (Heath), Br. (1-4), N.O. (1-3), Spr.
HOLMES & HERNANDEZ, Practical Spanish Grammar (American), Br. (S 1-2)
HOUSE & MAPES, Shorter Spanish Grammar (Ginn), Br. (2)
HUBNER & MORALES, Grandes Latinoamericanos (Holt), Br. (S 1-2)
JARRETT & McMANUS, El Camino Real (Houghton), Br. (1-2), Buf. (2), Dub., K.C. (K) (1-2), Leav. (1-2), San D.
JONES & HANSEN, Hispanoamericanos (Holt), Br. (3)
KEATING & FLORES, El Gaucho y La Pampa (American), Br. (S 2-3)
LEAVITT & STOUDEMIRE, Concise Spanish Grammar (Holt), Br. (2)
Por Los Siglos (Holt), Br. (2)
LEONARD, Spanish Drill Book (Globe), Br. (S 2-3)
LUCE, Vamos a Cantar (Heath), Br. (S)
LURIA, Correspondencia Comercial al Dia (Silver), Br. (2-3)
MACY & RUDD, Nuestros Vecinos Mexicanos (Ronald), Br. (3-4)
MANFRED, Practical Spanish Reader for Beginners (Scribner), Br. (S 1-4)
MAPES & LOPEZ-MORILLAS, Y Va de Cuenta (Ginn), Br. (S 1-2)
MARCIAL & DORADO, Pasitos (Harper), Br. (1)
MULLER & MOSHER, Hispanic Civilization (Globe), Br. (S 1-4)
NATELLA & STRATOON, Divertase Leyendo (College Entrance), Br. (S 3-4)
OLMSTED & GRISMER, Spanish Grammar (Macmillan), San D.
PALACIOS El Alferes Real (Oxford), Br. (2-3)
PECK & MERAS, Spain in Europe and America (Harper), Br. (1-2)
PIERCE & FONTANINI, Español, Primer Libro (Mentor, Bush), Br. (1)
PITTARO, J. M., Macmillan Inter-American Series, Anécdotas Fáciles, Br. (S 1)
Conversación Fácil (Macmillan), Br. (S 1)
Dialogos Fáciles, Br. (S 1-2)
Más Anécdotas Fáciles, Br. (S 1-2)
PITTARO & GREEN, Modern Spanish Grammar (Heath), Bo.
Primer Curso de Español (Heath), Gall., Leav., Pitt., S. Fe

Progressive Spanish (Heath), Spr.
Segundo Curso de Español (Heath), Gall., Leav., Pitt., S. Fe

READER'S DIGEST, Selecciones del Reader's Digest, Br.
RODRIGUEZ & CASTELLANO, Historia de España (Oxford), Br. (S 2-3)
RUSSELL, A Graded Spanish Reader (Ginn), Br. (3-4)
SCANLON & VANDER BEKE, Spanish Basic Reading Grammar (Bruce), Br. (1)
SEYMOUR & CARNAHAN, Alternate Spanish Review Grammar (Heath), Br. (3), N.O. (3-4), San D.
TORRES, RIOSECA & MORBY, Cartilla Mejicana (Crofts), Br. (2-3)
Esenciales in Spanish (Doubleday), El P.
The Latin-American Song Book (Ginn), Br. (1-4)
TURK, Así se Aprende el Español (Heath), Br. (S 1)
VALLE-INCLAN, Sonata de Estío (Heath), Br. (S 2)
WALSH, Primer Libro de Lectura (Norton), San D.
WAXMAN, La Alfombra Mágica (Heath), Br. (S 2)
WATSON & MOORE, On to South America (Holt), Br. (2)
Juan (Harper), Br. (S 1)
In Central America (Holt), Br. (S 2)
WEBSTER & HUSSEY, History of Latin America (Heath), Br. (3-4)
WEEMS, R., Un Verano en España (Heath), San D.
WHITTEM, ANDRADE, et al., Spanish Commercial Correspondence (Heath), Br. (2-3)
WILCOX & FOLLETT, Junior Classic Dictionary, Br. (S 1-4)
WILLIAMS & MENDOZA, La Clase Panamericana (Harper), Br. (S 1-2)
WILKINS, New First Spanish Book (Holt), Br. (1), N.O. (1-3)
New Second Spanish Book (Holt), Br. (2), N.O. (2-4)
New Spanish Reader for Beginners (Holt), Br. (S 1)
Primeros Pasos en Español (Holt), Br. (1)
Quinto en America (Holt), Br. (2)
Quinto en España (Holt), Br. (1)
WILKINS & ALPERN, Nuevos Ejercicios (Globe), Br. (S 2-4)
WILLETT & SCANLON, A Basic-Vocabulary Spanish Reader (Crofts), Br. (1-2)
Minimum Spanish Grammar (Crofts), Br. (1)
WOFSY, Beginning Spanish (Macmillan), Br. (1)

SPEECH

ATKINSON & NELSON, Personality Through Speech (Sanborn), Br. (1), Dub. (1)
BARBER, Speech Education (Little, Brown), Br. (3-4)
BORCHERS, Living Speech (Harcourt), Br. (1)
BORCHERS & WISE, Speech (Harcourt), Pitt. (S)
CRAIG, The Junior Speech Arts (Macmillan), Br. (1), El P.
The Speech Arts (Macmillan), Br. (2-4)
DOXSEE, A Practical Teacher of Public Speaking (Bruce), Br. (1-4), Dub.
DUFFEY & CROFT, Speech Models (Bruce), Br. FAIRBANKS, Voice and Articulation (Harper), Br. (1-4)
FISKE, The Practical Course in Speech (Sadlier), Br. (1-4), St.Cl.
GOUGH, ROUSSEAU, et al., Effective Speech (Harper), Br. (1-4), Dub., N.O. (1-4)
HEDDE, BRIGANCE, American Speech (Lippincott), Dub.
PAINTER, Ease in Speech (Heath), Br. (2-4)
PLATT & PERRIN, Current Expressions of Fact and Opinion (Scott), Dub.
RAUBICHECK, Improving Your Speech (Noble), Det.
RAUBICHECK, DAVIS & CARLL, Voice and Speech Problems (Prentice-Hall), Br. (3-4)
SEELY & HACKETT, Experiences in Speaking (Scott), Br. (3-4), Dub.
SMITH, KREFTING, et al., Everyday Speech (American), Br. (1-2)
WALSH, Sing Your Way to Better Speech (Dutton), Br. (1-4)
WATKINS-FROST, Your Speech and Mine (Lyons), Det.
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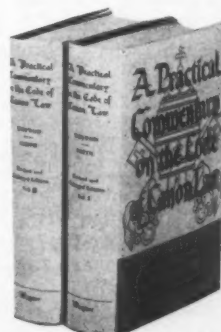
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Book Reviews

(Continued from page 40)

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SISTER MARY ISABEL, S.S.J.

Workbook in Arithmetic. Grades 3-4-5-6. By John R. Clark and Carolina Hatton Clark (World Book Company, Yonkers-on-Hudson, N. Y., 1947; pages 144, 144, 144, 160 with Index).

Although written to supplement the text, *Arithmetic For Young America*, the series of *Workbooks in Arithmetic* are planned in such a way that they may be used with any well-organized course of study.

Young America will find enough of a challenge in the material presented, yet because of the well-graded vocabulary and clear explanations, should find the work simple enough to insure a high degree of self-mastery. The development of number sense in all four books is excellent. The books also provide an orderly, well-balanced variety of practice in basic skills and concepts, and are outstanding for an abundance of drill material in the four fundamental processes.

The authors have furnished ample drill on all the basic skills, and provided an immediate practical application of each skill in problems dealing with child experiences. Another point of note is the clear, concise method presented for the solving of two-step problems. The complete reviews and Progress Tests occurring at frequent intervals throughout the series, enable each pupil to check his own individual progress.

Although the books for grades three and four provide sufficient space for written work, those for grades five and six provoke the same complaint accorded the majority of workbooks—they do not provide space for neat, legible figures.

If one is looking for a workbook containing abundant drill and variety of practice, *Arithmetic For Young America* Workbooks compare very favorably with others in the arithmetical field.

SISTER MARY ISABEL, S.S.J.

Our Review Table

Fundamental Activities in Chemistry. By Bernard Auerbach and A. Edward Tedesco. A workbook and laboratory manual for use with any textbook (Republic Book Co., Inc., New York, 1947; pages viii, 342, paper; price 90¢).

Basic Units in Physics. By Frank E. Stewart. A high school text which meets requirements of state syllabi and college entrance (Republic Book Co., Inc., New York, 1947; pages 380 with Index; price \$1.35, paper 75¢).

Fundamental Activities in Biology. By Edwin L. Harer and Chesley G. Remley. A workbook and laboratory manual for use with any textbook (Republic Book Co., Inc., New York, 1947; pages 302 with Index; price 90¢).

Living with Science. By George W. Fowler, Morton C. Collister, and Ernest L. Thurston. A general science textbook for the eighth year (The Iroquois Publishing Co., Inc., Syracuse, N. Y., 1948; pages xvi, 544 with Pronouncing Glossary and Index; price \$2.12).

Tell Girls Why. By Helen McLarin Blackwelder, illustrated by Eloise Dankle Wells. This book, the jacket states, "is the result

of the efforts of an understanding mother to impart to her teen-age daughter and to other daughters... a philosophy of life and understanding of adolescent problems that will enable them to accept their responsibilities and solve their difficulties in a manner healthy to both body and mind," (Turner E. Smith & Co., Atlanta, Ga. 1947; pages xii, 98).

Teacher's Manual for Grades 1 and 2 ("Living My Religion Series"). By Sister M. Imelda, S.L., M.A. (Benziger Brothers, Inc., 1948; pages 95, paper; price 25¢ or gratis with introduction of text).

Love's All that Matters. By Daniel A. Lord, S.J. A discussion of love, romance, the practical things in marriage, and its sacramental aspect (The Queen's Work, St. Louis, Mo., 1948; pages 32, paper; price 10¢).

What You Ought to Know before Marriage. By Godfrey Poage, C.P. (The Queen's Work, 1948; pages 31, paper; price 10¢).

My Grandfather was a Minister. By Daniel A. Lord, S.J. Father Lord's fabulous grandfather comes alive in the pages of this pamphlet (The Queen's Work, St. Louis, Mo., 1948; pages 40, paper; price 10¢).

"I was Going Steady." By Daniel A. Lord, S.J. A true story, with or without a moral, depending on your point of view (The Queen's Work, St. Louis, Mo., 1948; pages 39, paper; price 10¢).

Success for the Taking. By Daniel A. Lord, S.J. Winning careers—this year's pamphlet on success in life (The Queen's Work, St. Louis, Mo., 1948; pages 32, paper; price 10¢).

He Kept Silence in Seven Languages. By James B. Reuter, S.J. A short sketch of Carl W. J. Jausmann, S.J., who died as a prisoner of war (The Queen's Work, St. Louis, Mo., 1947; pages 31, paper; price 10¢).

The Jesuit with the Magic Hands. By Daniel A. Lord, S.J. The story of Father Louis B. Egan, S.J. (The Queen's Work, St. Louis, Mo., 1948; pages 61, paper; price 25¢).

The Family Book Shelf. Compiled by William A. Fitzgerald, Ph.D. A graded and annotated list for home purchase and family reading, which aims to build up family libraries of Christian books to be read by parents with their children (Catholic Library Association, and Confraternity of Christian Doctrine, Paterson, N. J., 1948; pages 40, paper).

In My Book These are the Stars. By Bing Crosby and others. Thoughts and experiences on the subject of vocation, collected by the editors of *The Shield* (Catholic Students' Mission Crusade, Cincinnati, O., 1947; pages vi, 76, paper; price 50¢, usual school discounts in quantity).

The Message of Fatima. By Don Sharkey. The story of three children and the Mother of God (Geo. A. Pfau, Publisher, Inc., Dayton, O., 1947; pages 21, paper; price 15¢, less 20% on orders of 100 or more).

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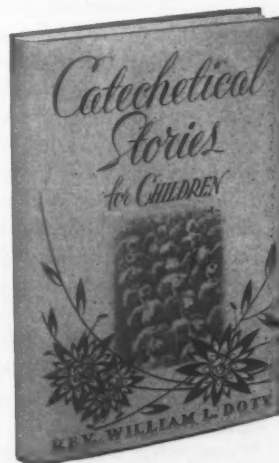
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Diocesan Film Library

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TEACHER TRAINING IN THE USE OF AUDIO-VISUAL MATERIALS

TO ACQUAINT teachers with effective utilization of audio-visual materials a workshop in visual education was conducted during the Villa Madonna College summer session of 1947. Many of the library's films were previewed and their use demonstrated. Work begun at this time was continued during the Saturday winter session in the form of demonstration classes for in-service teachers. Attendance averaged twenty teachers per session in spite of the fact that the work carried no college credit.

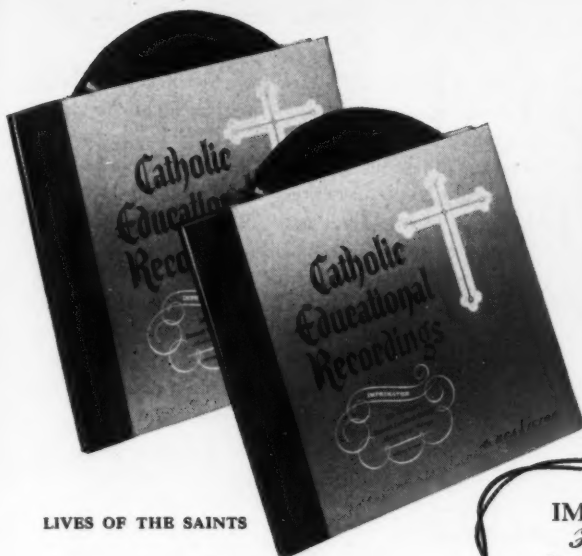
During the course of the 1947-48 scholastic year various teachers in the parochial schools requested that demonstration classes involving visual tools be conducted in their classrooms. This was done in ten different classroom situations. Probably the most successful was a demonstration conducted by a school supervisor who helped to develop in twenty third-grade children the concept of common fractions. These children had no formal training in the meaning or use of fractions. After spending one and one-half class periods in demonstrating the idea of parts of the whole, the film, *What are Fractions?* was shown. The interest and spontaneity of the children were noted by the student teachers invited to attend; but the fact that the youngsters were able to determine what fraction of the people present were Sisters, what fraction of the children were girls, what fraction were boys, etc., proved that understanding had been established and that the class was ready to

develop skill in the use of fractions. Possibly the greatest contribution of films to the teaching process, some believe, lies in helping teachers to emphasize the idea that use of the head must precede use of the hands if learning is to be permanent.

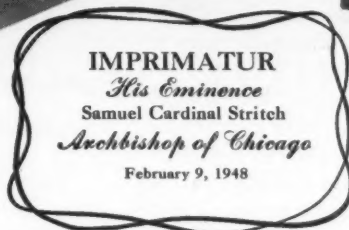
During the summer of 1948 a course in the use of audio-visual materials was conducted by three in-service teachers. During the first two weeks, demonstrations covered the use of various types of audio-visual materials including films, film-strips, and opaque materials adapted to use in the primary grades. In the second two-week period the material was adapted to the intermediate grades and during the third junior high school materials were used. The course carried college credit for those who participated in the six-week period; however, teachers who wished to attend one of the two-week sessions only were permitted to do so without credit. A special feature of the third period of this course was use of Father Robert Southard's classroom film, *The Perfect Sacrifice*. Since the instructor had recently attended Father Southard's course in connection with the Saint Louis Summer School of Catholic Action, she was in an excellent position to interpret the meaning of the film and demonstrate its use.

FILM LIBRARY COMMITTEE

A film library committee was appointed in July, 1947. It includes two Sisters of Notre Dame, two



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Sisters of Divine Providence, two Sisters of Saint Benedict, and one Sister of Charity of Nazareth. These members represent educational levels from the primary grades through college. The committee is responsible for the evaluation and selection of films. Special film evaluation forms are used by the committee members in judging the value of specific films in terms of the diocesan curriculum.

The diocesan curriculum is designed to promote the physical, intellectual, and spiritual development of the young. Anything that contributes to this end is of interest to the committee in proportion to its utility. It is felt that the audio-visual aids purchased by Villa Madonna College, if correctly used, will result in better teaching in less time. In view of the fact that teaching religious dedicate their lives to the interests of youth, visual education based on Christian philosophy should find effective adherents in them.

The film library committee agrees with Charles F. Hoban, Jr., in his assertion that "any educational film distribution system that is conceived and operated in terms of a motion picture exchange rather than in terms of the effective use of educational materials in the curriculum is likely to perpetuate the segregation of films from other materials of instruction. As a result, the concept of movies-in-the-school will prevail over that of films-in-the-curriculum."¹ With this in mind, every effort is made to apply the best classroom techniques and make information pertaining to them available to both in-service and prospective teachers.

FACILITIES

In August, 1947, a mimeographed bulletin containing an annotated list of films available through Villa Madonna College film library was prepared and distributed. It contained suggestions for proper utilization and also an announcement of the film library's contract with the Bureau of Audio-Visual Materials, University of Kentucky, through which some two hundred additional film bookings were made possible. The bulletin contained the following paragraph describing the membership plan:

Membership in Villa Madonna College film library project is open to any school in the Diocese of Covington. Schools taking out membership agree to pay to Villa Madonna College an annual membership fee equal to seventy-five per cent of the total fees realized from the \$0.50 per pupil assessment required

in schools maintaining an audio-visual education program.

During the first year of its existence the library consisted of fourteen films on the college level, thirty-five on the senior high school level, twenty-seven on the junior high school level, twelve on the elementary level, and three on the primary level. In addition, twenty-five carefully chosen sponsored films were borrowed from various cooperating industries and circulated in the schools.

Volunteer help from college students has partly solved the problem of film care, inspection, splicing, and rewinding. One student who served as an unpaid projectionist obtained employment for the summer in a local theatre of her home town.

APPRAISAL

Thus far twenty schools have applied for membership in the film library cooperative. Approximately six hundred film bookings have been handled during the 1947-48 school term. Demonstration classes have been conducted in four schools at the request of interested teachers. However, more and convincing demonstrations of effective use of audio-visual materials are needed. These will be conducted in actual classroom situations where specific purposes have been set up. Outcomes will be studied and remedial work systematically carried out. More help from school supervisors will be solicited with a view to achieve maximum learning in minimum time. Emphasis will be consistently placed on the correct use of audio-visual materials in Villa Madonna College teacher training courses.

There is no doubt that audio-visual education has contributed impetus to learning in various classrooms of the Diocese of Covington during the past year. Greater progress is expected. With more information concerning effective teaching techniques and extensive experimentation, there should be developed a renewed interest in the magnificent work of molding the thoughts and guiding the hands of the young.

The fact that Villa Madonna College is a diocesan institution having on its faculty seven priests, twenty-three Sisters of four religious communities, and four laymen, makes it an unusually good pilot school for promoting the effective use and wide distribution of audio-visual materials. The college will continue to promote proper utilization, to provide opportunity for teachers to preview the library's films, and to serve as a clearing house where teachers may present classroom problems for careful analysis and possible solution.

¹ Hoban, Charles F., Jr., *Movies That Teach* (The Dryden Press, Inc., 1946), p. 116.



V. C. ARNSPIGER

Executive Vice President

Public School Teacher, High School Teacher, Principal, Superintendent: Texas and Oklahoma (1917-1929); ERPI Classroom Films, Director of Research (1929-1937); V. P. (1937-1943); EBF, Executive V. P. (1943-); Ph. D., Columbia University (1933); Summer Faculty, Columbia University (1933-1941) and University of Wisconsin (1943-1945).



MELVIN BRODSHAUG

Vice President

in Charge of Research

Principal, North Dakota (1923-1925), Superintendent (1925-1928); M.A. University of Chicago (1927); Ph. D., Columbia University (1931); ERPI Classroom Films, Research Associate (1930-1937), Director of Research (1937-1945); EBF, Vice President in Charge of Research (1945-); Lecture Series: Syracuse University (1938); University of British Columbia (1940); Columbia University (1946).



JAMES A. BRILL

Vice President

in Charge of Production

Musician, Lyceum and Chautauqua Bureaus (1910-1914); Reporter and Feature Writer (1914-1916); Military service, 42nd Div. AEF (1917-1919); University instructor in art (1919-1920); Oklahoma Schools, Dir. of Music (1920-1930); In charge of production, ERPI and EBF (1930-); M.A. Columbia University (1933).

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Is it any wonder that leading educators everywhere acknowledge EBFilms as the standard for authentic, effective *teaching* motion pictures?

C. Scott Fletcher

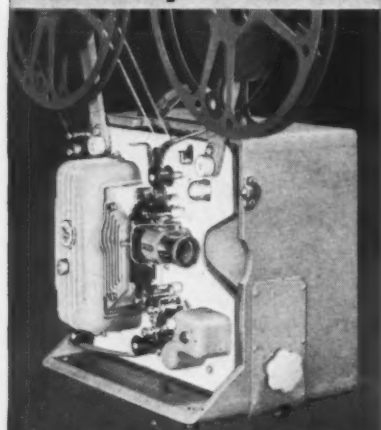
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Audio-Visual News

New Films: "The Living Earth"

The Living Earth series, four new color 16mm films on the vital problem of the conservation of mankind's soil resources, has been released for distribution by Encyclopaedia Britannica Films.

Filmed to create a widespread awareness of one of the world's most pressing problems—the wasting away of land through faulty conservation—the four motion pictures were produced by the Conservation Foundation in association with the New York Zoological Society. George E. Brewer, Jr., of the Foundation was in charge of their production.

Individual titles of each 10-minute subject are *The Birth of the Soil*, *Arteries of Life*, *This Vital Earth*, and *Seeds of Destruction*. While each subject tells a complete story in itself, the series covers the balance between plant life, soil, and animal life with scientific accuracy.

The Living Earth series of films shows that it is not too late to take the steps necessary for conserving the forests, water supplies and topsoil without which life cannot exist.

Each of the four color films is for sale by Encyclopaedia Britannica Films, Wilmette, Ill., at \$90 each reel. They are also available for rental from most educational film libraries. (S 21)

"Where Will You Hide?"

Where Will You Hide? the most pressing question facing every person in the world as nations ponder the likelihood of another war, has been brought to the screen in a two-reel 16mm color film released by Encyclopaedia Britannica Films.

Produced by the Audiographic Institute of Los Angeles, as the result of the desire of atomic scientists to inform a menaced world of the doom that another war would bring, the film is being distributed by Encyclopaedia Britannica Films as a public service of information on the greatest issue of our times. C. Scott Fletcher, president of EBFilms announced, to schools, colleges and universities, service organizations, libraries, churches and discussion groups of every kind. The purpose is to provide Americans with a shocking but effective analysis of the great problem of war or peace.

It is for sale from EBFilms, Wilmette, Ill., and will be made available for rental by university and commercial film libraries and by EBF's five regional libraries in Boston, New York, Chicago, Dallas, Tex., and Pasadena, Calif. (S 22)

"Your World and Mine"

Your World and Mine is the title of a new integrated series of thirty-six educational films on world geography designed for the elementary grades. The series is being produced by Louis de Rochemont Associates, Inc., 35 West 45th St., New York, and is being distributed by United World Films,

Inc., 445 Park Ave., New York. Each film is some twenty minutes long and is available in black and white 16mm sound.

Your World and Mine is divided into three parts, generally arranged according to the accepted patterns for the present-day teaching of geography. Part One consists of seven introductory films dealing with how people live at home around the world. Part Two is made up of fourteen films on the subject of how people live and work in various regions of the Americas. Part Three, under which fifteen films are listed, shows physical environments in different parts of the world outside the Americas and how the people deal with them.

In producing *Your World and Mine* certain objectives have been held in mind. For instance, the films in the series should help teachers convey to beginners in the study of world geography a clear idea of some of the widely differing types of physical environment to be found in various regions and localities of the world. They should make it clear that, irrespective of environment and regardless of the level of culture or civilization, the basic purposes of life and work all over the world are essentially the same. They should help to convince students that whatever are the differences between life and work patterns, they stem from the problems all people face in living in an environment with the technologies they possess.

To avoid a rigid format of presentation, no two of the thirty-six films are being made exactly alike. Yet the presentation of each film follows the series' formula. Guided by teachers, the producers have selected for each lesson an important region of the world in describing which an underlying geographic principle can be clearly enunciated. Then, the region's most characteristic, or most important locality—or localities—is defined and used as the background for the motion picture story about the essential concept. (S 23)

International Film Classics

Academy Award winner Charles Dickens' *Great Expectations* is included in a group of prize-winning features to be made available on 16mm sound film by United World Films, Inc. Other outstanding titles in the group are J. Arthur Rank's *Stairway to Heaven*, *Brief Encounter* and the Academy Award nominee *Cage of Nightingales*; *The Overlanders*, set in an Australian locale; and the widely praised *Dead of Night*.

Announcement of the advance release of these pictures to grammar and high schools, clubs, societies, museum, and 16mm home users was made in New York by John Desmond, head of the International Film Classics Division.

It was indicated that United World would periodically release groups of special productions selected for their exceptional quality;

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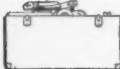
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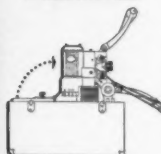
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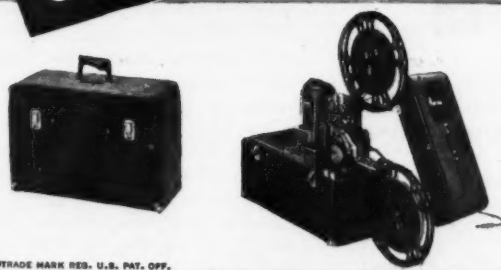


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many will be based on classical and modern literature. Motion picture versions of several of the great works of Shakespeare are planned for later release. Through this special distribution of imported features, it is also the hope of United World that better international understanding will be implemented.

United World Films, Inc., announces the release of *Amoeba*, a 16mm sound film, 1 reel (sale \$45, rental \$1.50).

The structure and life-functions of this single-celled organism are shown. The production of pseudopodia is observed—the amoeba is seen pursuing and capturing its prey and ingesting living organism. Reproduction by fission is demonstrated.

United World Films announces its resumption of 16mm distribution on two of its most popular super-Western features, *Destry Rides Again* and *When the Daltons Rode*. (S 24)

Four Coronet Releases

Coronet Instructional Films has completed four educational films, two new basic study skills productions, and two business and economics films, all one reel, in sound, color or black and white. The new subjects are:

Find the Information, teaches students how to find reliable information quickly through this study of many widely used indexes (designed for use from the junior

high through college levels).

Building an Outline will be an aid to students in comprehensive reading, in writing reports, in every type of study. As junior high, senior high, and college students watch Jim carefully outlining in preparation for a history report, not only do they learn about the mechanics of outlining, but they understand as well that this process of reducing material to an organized list of ideas in logical order is a practical, time-saving, study help.

Consumer Protection illustrates the practical value of consumer services with a comparison of the buying habits of two families. Harry White and his wife, who buy everything on the superficial basis of price and appearance alone, often find that they have made foolish purchases. But the Kings who take advantage of the wealth of information available from both government and private consumer services, are adequately protected in their buying, and enjoy an improved standard of living. The film is particularly useful for junior and senior high and college students in classes in business and economics, and in home economics.

Banks and Credit brings out the essential part a commercial bank plays in the life of a community. The film is designed for use in business and social studies courses in junior high and senior high school classes and with adult groups.

Each of these new Coronet films is one reel in length and may be secured through purchase or lease-purchase for \$90 in full

color or \$45 in black and white. (S 25)

B.I.S. Films Announced

Widdicombe Fair (5 minutes, rental \$1.25), and *The Lincolnshire Poacher* (4 minutes, rental \$1.25), presenting these traditional English folksongs through the medium of animated drawings are announced by British Information Services. Hubert Clifford has written the musical scores and the lyrics are sung by Dale Evans and a male voice quartet. The verses of the songs are surprinted on the film itself.

Other B.I.S. films recently announced are: *Your Children's Meals* (14 minutes, rental \$2.50), a lively and imaginative attempt to make parents understand the rhyme and reason of good eating habits. Stills are available on this film.

Your Children's Sleep (23 minutes, rental \$3.75), stressing the importance of sound, healthy sleep, and advising parents on the ways in which they can ensure it for their children. Stills are available on this film.

Young Housewife (10 minutes, rental \$1.25), describing the training of teen-age girls in the domestic sciences. It shows how pupils at a Scottish school learn to plan the housewife's day, and to carry out various homely tasks in a way which will avoid later struggles with the trial-and-error method. Stills are available on this film.

The Centre (22 minutes, rental \$3.75). Founded in 1935 by private initiative and with private funds, the Pioneer Health Centre at Peckham soon attained a worldwide reputation. In this London suburb, two doctors carried out an experiment in human biology. They designed a club, not for individuals but for families. At any time during the day or evening, members can go to the Centre to enjoy their leisure hours. Babies are looked after in the nurseries, older children take part in supervised games and sports, parents join in any activity that interests them or perhaps sit quietly, reading or talking. The directors and staff are biologists who study the pattern of family behavior and its close relationship to mental and physical health. They believe that health has its own pattern of behavior, one that is quite different from the pattern of disease. They have proved that through a community life such as the Centre, families are released from social loneliness and consequently their physical and mental energy is tremendously increased. (S 26)

"The Nature of Democracy"

The Nature of Democracy, a series of seven discussion slidefilms, is announced by The Jam Handy Organization, 2821 East Grand Blvd., Detroit, Mich. This series is produced in color by Curriculum Films, Inc. The material is based on extensive research and investigation. The subjects are designed for use in schools, church groups, cultural and labor organizations. Each film guides a discussion by the group. With each series there is a booklet of suggestions



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—Very Rev. James M. Vosté, O.P., S.T.M., S.Scr.D. in **Homiletic and Pastoral Review**, November, 1947, p. 88.



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Double Projection of Teaching Film

Two Bell & Howell projectors figured prominently in a double-projection demonstration conducted by Dr. Walter Wittich, professor of audio-visual education at the University of Wisconsin, before the American Association of School Administrators' convention in Atlantic City recently, a division of the National Education Association. This was the first demonstration of audio-visual aids ever made before this group in convention.

Dr. Wittich conducted an actual geography lesson for 7th graders from Atlantic City Junior High School, using a teaching film entitled *Children of China*. Simultaneously with the projection of the educational film before the students on the stage by a Bell & Howell Filmosound, the Bell & Howell Filmoarc projector showed an additional print of the picture from the rear of the convention hall, allowing the audience of educators to follow the lesson with the children. A single sound track was used in the presentation. (S 28)

New Screen

A new picture king screen has been an-

nounced by the Da-Lite Screen Co., 2711 N. Pulaski Rd., Chicago 39, Ill. Otherwise known as their "40th anniversary model," the company states that this new large tripod screen has been styled for beauty, ruggedness, light weight, and easy handling to solve one of the most difficult projection problems in the non-theatrical field. It adds that the screen has many features never before included in a large, portable tripod screen.

The picture king is manufactured in seven sizes, ranging from a 45" X 60" through a 72" X 96" (priced from \$48.75 to \$95). (S 29)

Sound Systems

The manufacturers of Masco sound equipment (Mark Simpson Manufacturing Co., 32-28 49 St., Long Island City 3, N. Y.) have developed sound equipment and inter-communication systems for a variety of uses, such as amplification of voice from the pulpit or lectern, for choir and organ music, and the simulation of carillon bells. Other systems provide simultaneous communication to classrooms up to 24, two-way communication between individual rooms and a central location. There are also systems for services in stadia and lawn functions and for recording and transcription work. (S 30)

Reenters Portable Field

The Magnavox Company of Chicago has reentered the portable market with the

"playfellow" phonograph and the "playfellow" radio-phonograph combination. These models are all-electric, operate on AC current and feature constant speed electric motor-powered record turntables, an eight-inch Magnavox speaker and light-weight pickup. The cases are styled as smart modern luggage and strongly built of solid wood and formed masonite in simulated shark grain finish. The "playfellow" phonograph weighs 16 pounds and retails at approximately \$29.95. The radio-phonograph weighs 17½ pounds and retails at approximately \$49.50. (S 31)

New RCA Portable Sound System

A new "deluxe" portable sound system, which employs a 15-watt amplifier and high-efficiency components to provide acoustical output equivalent to that of a 30-watt portable sound system incorporating two average permanent-magnet speakers, has been announced by the RCA engineering products department.

It consists of an aerodynamic microphone, a low-distortion, high-output amplifier, a heavy-duty alnico permanent magnet-type loudspeaker, and a two-tone luggage-size carrying case. It is designed for use in such locations as moderate size auditoriums and conference rooms. Two loudspeakers can be attached to the amplifier to give the same high output for large auditoriums or locations requiring greater coverage than can be provided by one loudspeaker.



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The equipment is provided with a steel-band, reinforced plywood carrying case, finished in gray and black durable Du Pont fabrikoid and measuring 8" deep, 17" wide, and 21" high. The complete system weighs 45 pounds. (S32)

Television Booms

Television has boomed beyond the expectations of even the most optimistic leaders in the industry, according to Frank M. Folsom, executive vice-president of the Radio Corporation of America. "Proud as we are of the business stature television has attained," he said in a recent address, "we're even prouder of the many excellent ways in which it has served and will continue to serve humanity.

"We can envision for it major rôles in education, religious teaching, industry, and in the military field.

"The war speeded developments in military uses of television, and before it ended, the medium was finding important applications in drone planes and guided missiles.

"Television," Mr. Folsom declared, "will more than ever contribute to our country's present and future welfare.

"Our culture and knowledge have been advanced through television visits to museums, art centers, and the theater, opera, and ballet," Mr. Folsom declared. "The 'personal theatres' of television have made confinement much more bearable to men in veterans' hospitals and to other shut-ins."

(S 33)

American Foundation for Blind Adds "Story of the Nativity" Album

Thomas J. Valentine, president of Major Records, has granted the American Foundation for the Blind permission to transcribe his latest album, *The Story of the Nativity*, into a talking book for the blind.

This unique service was instituted in 1932 by the government, at the suggestion of Dr. Robert B. Irwin, sightless executive director.

Narrated by Walter Hampden, the dramatization has the following cast: Hester Sondergaard, Roger De Koven, Santos Ortega, Art Carney. It is directed by Earle McGill with story adaptation by William Slocum, Jr.

The talking book service has made available to blind people throughout the country all types of helpful and inspirational recordings, which come to them without cost and may be returned without any expense on their part. Headquarters of this organization are at 15 West 16th Street, New York City. (S 34)

Habit Fabrics and Veilings

Church Arts is desirous of helping the Sisters of the various communities to locate the special dress materials and veilings which, in recent years, have been so difficult to find.

While it is true that certain fabrics have been discontinued, we feel that the time is imminent when it will again be possible to reproduce them. May we suggest, therefore, that you send us a small sample of the particular fabric your Order uses and we shall make every effort to duplicate it; or, if we cannot duplicate it, we may be able to place in your hands samples of an equally acceptable weave.

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News of School Supplies and Equipment

New Fluid Duplicator

An entirely new design in fluid duplicators, many new and unique features of construction and operation, has just been announced by Rex-o-graph, Inc., Milwaukee, Wis.

Called by many who have seen it "the simplest, fastest and most efficient of fluid type duplicators," the new lo-boy model, as it is called, achieves "hairline register" and handles tissue stock just as easily and effectively as standard weight paper and card stock. It also reproduces black copies, with the use of special Rexblack carbon and fluid.

The frame of the new Rex-o-graph lo-boy is made of heavy-duty cast aluminum for extra strength and rigidity without extra weight. It is super-streamlined and finished in crackle finish with brilliant chromium-plated trim. It also has several other features. (S 35)

Winners Announced in \$3,500 National High School Photographic Awards

Rochester, N. Y.; September 1—Bailey Donnally, Jr., eighteen-year-old Deatsville, Ala., resident and graduating senior of Holtville High School, Holtville, Ala., today was named grand prize winner in the \$3,500 1948 national high school photographic awards, sponsored by the Eastman Kodak Company.

Donnally's snapshot, a picture of two young members of his high school band conversing earnestly in the front row of a dark and empty auditorium, was titled, "Before the Crowd Arrives." It was awarded first prize of \$100 in the class for pictures of school activities, in addition to the grand prize of \$500 as the best photograph entered in the competition.

The picture, in the opinion of the judges, had the greatest interest and appeal and showed the most originality, skill, and perception on the part of the photographer. The board of judges, composed of Julien Bryan, internationally known lecturer and photographer; C. Scott Fletcher, president,

Encyclopaedia Britannica Films, Inc., and Kenneth W. Williams, manager photographic illustrations division, Eastman Kodak Company, were unanimous in their selection of Donnally's picture as the top entry in this nation-wide picture-making competition.

Donnally stated, when notified of his prize, that he will use his \$600 in cash to help pay his expenses at Alabama Polytechnic Institute. He has been taking pictures for several years and last year won a \$5 prize in the 1947 national high school awards. He deliberately planned his picture for entry in 1948. To carry out his idea, he enlisted the help of two members of the school band to get just the picture he wanted.

Four other first prizes of \$100 each were awarded in additional classes as the judges selected a total of 361 prize winners. They went to Dick Kinney, Tucson Senior High student of Tucson, Ariz.; Julius Wadekamper, R.D. #1, Lonsdale, Minn., a student at Bethlehem Academy, Faribault, Minn.; Gene Coffman, West High School student of 1520 Wood Lane, Madison, Wis.; and Jack Gibbs, Creighton Prep School student of 4693 Pacific St., Omaha, Neb.

Second prizes of \$50 each were awarded to William G. Hanschmidt, Jr., Bexley High School student of 205 North Stanwood Rd., Columbus, Ohio; David L. Clayton, Norwood High School student of 4219 Floral Ave., Norwood, Ohio; Ralph J. Varde, Roosevelt Senior High School student of 3351 Berteau Ave., Chicago, Ill.; Donald C. Blais, Holyoke High School student, of 57 Cabot St., Holyoke, Mass.; and Richard Santuci, Buffalo Technical High School student of 1764 William St., Buffalo, N. Y.

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Third prizes of \$30 each were awarded to Kenneth Langhouth, Norwood High School student of 2123 Varelman Ave., Norwood, Ohio; H. Bruce Dull, Connellsville High School student of 512 Wills Rd., Connellsville, Pa.; Reed Bethke, Trenton High School student of 627 Beatty St., Trenton, N. J.; Jordan Dombrowski, Evanston Township High School student of 2815 West Lunt Ave., Chicago, Ill.; and Bob Polk, Lake Geneva High School student of 522 Baker St., Lake Geneva, Wis.

In addition to the above major prize winners, seventy-five \$10 awards and 270 special \$5 awards were designed by the judges.

The 1948 national high school photographic awards, an annual contest open only to students attending daily high school grades from the ninth to the twelfth, inclusive, in a public, parochial, or private school, began February 2 and entries closed May 7.

Five classes of entry gave students the opportunity to submit pictures of school activities; people, young or old; scenes and still life, animals and pets; and babies and small children.

Thousands of snapshots were received from every state in the Union. Pictures ranged from snapshots of the "kid sister" to dramatic action shots taken at basketball and football games. There were pictures of famous buildings and monuments, cute studies of young children and babies, pictures of family pets and family activities.

The judges stated that they were particularly impressed by the originality, powers of perception, and the magnificent sense of humor expressed in the many snapshots. They felt that by and large the entrants showed an excellent ability to interpret the contemporary scene, and do an intelligent and critical job of pictorial reporting with their cameras. (S 36)

New Intercom Amplifier

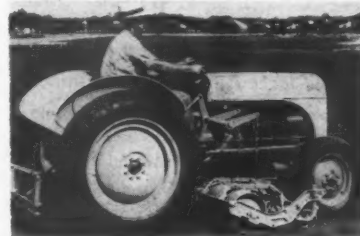
To increase the power volume needed for adequate coverage of large or noisy areas, Executone, Inc., 415 Lexington Ave., New York 17, N. Y., has announced a new inexpensive booster amplifier for use with its intercom and sound systems.

"Offering a practical and economical answer to many heretofore unsolved acoustic problems, this new compact Model P-29 booster amplifier," the manufacturer states, "provides increased paging volume on systems designed to call or page all stations simultaneously. When used with an existing system, audibility of staff stations and reproducers located in large and noisy departments is substantially increased. When coupled with a standard Executone reply station, this booster solves for the first time the problem of providing audible two-way intercommunication in very noisy locations." (S37)

"Park Challenger" Mower

Efficient, low-cost flexible mowing, is claimed by Roseman Tractor Mower Com-

pany, of Evanston, manufacturer of gang mowing equipment, for their "park challenger" mower. It consists of three Roseman hollow roller drive mowers mounted on the new Ford tractor, or the Ford tractor Ferguson system.

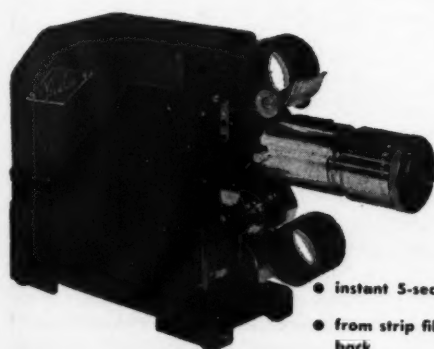


It mows a swath 7 feet wide to make a compact and efficient unit for maintaining parks, parkways, highway shoulders, athletic fields, large lawns and other turfed areas.

"The mobility, the speed of operation, the ease of raising the mower hydraulically, plus the ability to cut close to trees and to replace hand-operated units, make the 'park challenger' a mowing unit to be desired by every progressive highway, park, and school superintendent and by all others responsible for maintaining turfed areas at least possible cost," the company states.

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the ability to cut ahead of the rear wheels; to overhang curbs without dropping off—thereby eliminating the unsightly fringe that involves considerable hand trimming. To obtain the greatest utility from the Ford tractor the Roseman park challenger attachment has been designed to attach or detach in a few minutes' time, thereby freeing the tractor for any of its many other uses." (S 38)

New Clarke P-17 Floor Maintainer

A new Clarke Sanding Machine Co. floor maintenance machine that scrubs, waxes, polishes, steel wools, sands and shampoos, has just been introduced. "The Clarke P-17 floor maintainer," says the company, "after years of test performances, has proved its ability for unusual endurance. With its $\frac{3}{4}$ -h.p. heavy duty motor, 17-inch diameter brush, and rugged construction, it provides power, speed, large brush area, easy maneuverability, and smooth, noiseless performance. The P-17 is available for immediate delivery at \$265, F.O.B. Muskegon, Mich. Because of its versatility, it offers all-around utility with easily interchangeable attachments such as scrubbing, polishing, shampoo, steel wire and waxing brushes, steel wool pad, sanding disc and water tank." (S 39)

New American Floor Machine

A new improved American deluxe floor maintenance machine designed with a "safety grip" handle, and other mechanical improvements, is announced by the American Floor Surfacing Machine Co., Toledo, Ohio. "The machine is neat and attractive in appearance with highly polished aluminum castings throughout," according to the company. "It is available in three sizes, including 13-, 15- and 17-inch brush speed.

"Some outstanding features of this new machine were incorporated in American polishers supplied for several years to U. S. Naval hospitals, and are now released for general use," company officials report.

"A greater degree of safety is provided by the new safety grip handle, which can be easily controlled with either hand, or both hands. Each handle incorporates a switch which provides positive off-on action when the operator grips it. This feature prevents the machine from starting accidentally when plugged in. Also, it stops automatically if operator loses control of machine.

"It is powered to handle any floor maintenance operation, including disc sanding, polishing, buffing and steel wooling. Brushes and discs can be quickly put on and taken off." (S 40)

Special Christmas Card Plan

Catholic schools interested in raising funds may be glad to learn that the Unique Greeting Card Co. of 40 Gordon St., Staten Island 4, N. Y., has announced a special consignment plan whereby boxes of Christmas cards and stationery to sell at a dollar will be furnished on request. No cash in advance is required. The company states that unsold boxes can be returned after Christmas.

The commission which can be deducted from the proceeds is 40%, with an additional bonus of 10% when no merchandise is returned.

"Sample boxes of the company's Catholic 21-card assortment show that all the designs are truly Catholic," says Mary Linane, director of the company, who states also that sample boxes will be sent on approval.

The company is offering, without charge, sturdy report card jackets to schools that express a willingness to use them. These report card protectors display prominently a safety cartoon, in addition to the company's advertisement. A sample may be obtained by writing to the company at P. O. Box 42, Staten Island, 1, N. Y. (S 41)

New Wire Recorder Unit

A wire recorder unit with "polyphonic sound," "establishing new standards of high fidelity performance on wire," was presented for the first time by Electronic Sound Engineering Co. at the Congress Hotel in Chicago recently. Designed specifically for use where fidelity and quality sound are important consideration, the new unit makes possible for the first time a wire recorder that will record and reproduce sound with a frequency range of 40 to 12,000 cycles.

"Wire recording with polyphonic sound not only competes with but excels in fidelity all other methods of recording," Bernard Sullivan, general manager of Electronic Sound Engineering said. "With polyphonic sound," he declared, "realism, brilliance and tone color can be recorded and reproduced, making available new uses for wire recording for radio, television, and broadcasting stations, sound recording studios, orchestra and theater groups, advertising agencies, schools, and the home." (S 42)

New Aluminum "Eggcrates"

The Edwin F. Guth Company, St. Louis, Missouri, lighting designers and manufacturers, recently announced a changeover from steel to aluminum eggcrate louvers. "Considering the many times a louver is handled during the life of a fixture, the inherent weight advantage of aluminum is a real benefit to the user," the company states. Rigidity of the eggcrates is assured by the use of heavy gauge aluminum and their special "power-piened" construction. As a further convenience in maintaining louvered fixtures, standard Guth eggcrates now have handy hinging features. (S 43)

Contributors to This Issue

(Continued from page 6)

American Life, Modern American Life and Gifts of Other Lands and Times). She has contributed two articles on "Catholic Church in Colonial Pennsylvania" to the periodical, *Pennsylvania History*, and historical material to *St. Mary's Missal*.

Rev. Ralph J. Dyer, S.M.

Father Dyer is no stranger to our readers, because of his previous articles.

Sister Mary Patrick, I.H.M.

A teacher in the Catholic high schools of Detroit from 1920 to 1940, and principal of St. Mary High School, Akron, Ohio, from 1940 to 1946, Sister Mary Patrick has been at St. Louis University during the past year and a half, working for her doctorate. She was awarded her B.A. by Marygrove College, Detroit, and her M.A. by the University of Detroit. She is chairman of the English literature course of studies and the rhetoric course of studies in the Archdiocese of Detroit. In the general chapter of the Immaculate Heart of Mary Sisters, July 31, 1948, Sister M. Patrick became a member of the general council, and will now reside at the motherhouse, St. Mary Convent, Monroe, Mich.

Rev. Thomas J. Quigley, M.A., Ph.D.

Dr. Quigley is superintendent of Catholic schools in the Diocese of Pittsburgh. He continues his series on health education.

Sister Mary Olivia, O.S.F., M.Ed., D.Ed.

For the past five years Sister Mary Olivia has been professor of education and director of teacher training at Marian College, Indianapolis. Previously she was teacher of instrumental music at St. Mary Academy in the same city, and at Our Lady of Angels' High School, Cincinnati. She attended the Athenaeum of Ohio (B.Sc. in Ed.), the University of Cincinnati (D.Ed.), and did graduate music study in the Cincinnati Conservatory of Music. She is the author of the book entitled *History of the Educational Activities of the Sisters of St. Francis*, Oldenburg, Ind., and joint author of another, *With the Puerello* (P. J. Kenedy & Sons). She contributed an article entitled, "What of the Kindergarten?" to the November, 1945, issue of *Education*.

Sister Mary Lillian, O.S.B.

Sister Mary Lillian writes about the film library at Villa Madonna College, Covington, where she is film librarian and substitute instructor in freshman mathematics. She taught chemistry, biology and mathematics in secondary schools for twenty years. Sister's undergraduate work was done at the University of Pittsburgh and Xavier University, Cincinnati (B.S. in chemistry). Her graduate work in science and mathematics followed at Catholic University and Notre Dame. Sister is a former member of the American Chemical Society, the American Association for the Advancement of Science, and the American Biology Teachers' Association. At present she is a member of the Cincinnati Film Council, the audio-visual division of the N.E.A., and the department of secondary school teachers, and the Educational Film Library Association. She has contributed articles to the diocesan *Messenger*.

Introduction to Philosophy



By

CANON LOUIS DE RAEYMAEKER, Ph.D., S.T.D.

Professor of Philosophy University of Louvain

Translated by Harry McNeill, Ph.D.

Agrégé, University of Louvain

INTRODUCTION TO PHILOSOPHY is not just another work in the field. It represents an outstanding contribution to Catholic philosophy. The book was published under the auspices of Louvain's Higher Institute of Philosophy founded in 1888 at the command of Pope Leo XIII for the purpose of expanding the scope of Scholastic philosophy and to make an intensive study of all the significant advances of the leading schools of modern thought. The divergent strivings of Neo-Scholasticism were carefully studied and brought to definite focus, while the unchanging principles of philosophy received more universal application.

"The tremendous success of the original French edition of Canon De Raeymaeker's introduction of a decade ago made this excellent English translation from the second French edition inevitable. It provides an invaluable vade mecum for the young searcher after wisdom. It provides him first with a general view of the field of philosophy by contrasting the proper object of philosophy with that of science and theology and then briefly surveying the conceivable solutions of the great philosophical problems of knowledge, of being, of nature, and of values. Then follows a section giving a succinct survey of the history of philosophy concluding with an initiation into the life of philosophy, dealing with such themes as choosing a school for philosophical studies, philosophical organizations, teaching centers, societies, great philosophical writings in book and periodical form, and extended bibliographical information in the field. Appendices provide a list of the writings of St. Thomas and editions of his works.

"The treatise is an introductory text book for the course in philosophy at the Higher Institute of Philosophy at Louvain. It is based on the Canon's sixty years of study and teaching at that university. Its particular appeal is its complete simplicity, even when dealing with the most abstruse of philosophical problems, an asset which will be much appreciated by the beginner. Within such a brief space it would not seem possible to convey so much information about the organization of philosophy, in particular the tools for its study and its important contemporary sources. Its service for the beginner in philosophy is comparable to the service of a dictionary for the language student. There is no doubt that it will have the same wide popularity in American scholastic circles that it has so justly enjoyed during the past decade in Europe."

Charles A. Hart, Secretary of The
American Catholic Philosophical Association
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Book News

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Three New Fides Books

Fides, a non-profit group publishing for the lay apostolate, will bring out at least three new publications during the coming season. They are:

Accent on Purity, a Catholic guide for sex education, by Rev. Joseph E. Haley, C.S.C., of the Department of Religion, Notre Dame University. Designed for use by parents and teachers. (Plastic binding, about \$2.25.)

Paradoxes, by Henri De Lubac, S.J., whose fame as one of Europe's top-ranking thinkers is fast becoming known in the United States. (About \$0.50.)

Presence of Mary, by F. Charnot, a spiritual work and a lucid statement of Our Lady's rôle in Catholic Action. Will appear in October, in both paper and cloth editions. (B 39)

New Home Economics Textbook

A new textbook for home economics classes has been announced by International Textbook Company of Scranton, Pa. It is entitled *At Work in the Kitchen*, and was written by Lauretta L. Wieland, of the department of home economics, Waukesha, Wis., Junior-Senior High School. It has 144 pages, is 7 1/2 x 10 1/2 inches in size, is illustrated and priced at \$1.50. It features the following topics: consumer buying, meal preparation, care and use of equipment, of good work habits, recipes, development personality, cooperation, self-discipline, safety and self-rating scales. (B 40)

New Keyes Novel

A new novel from the pen of Frances Parkinson Keyes has been announced for the fall by her publishers, Julian Messner, Inc., 8 West 40th St., New York 18, N. Y. (\$3). It is a story of contemporary New Orleans. (B 41)

Liguorian in New Home

The *Liguorian Magazine* is now in its new home at Liguori, Mo., about 25 miles south of St. Louis. It has its own post office, located on its grounds. (B 42)

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TREASURE CHEST . . .

This is a 36-page picture magazine in color designed for recreational reading. Issued every two weeks, September through May. It is the only Catholic bi-weekly "comic" magazine with the plus value of an attractive glossy cover.



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The wall chart is a full-color reproduction of a well-known painting of the apparition. Beneath the picture is a nine-month spiritual bouquet for world peace. The booklet gives the story of Fatima as set forth in the special issue of the *Young Catholic Messenger* last year. By Don Sharkey, with illustrations by Paul Eismann.

Wall Chart: \$2 each; 20% discount to religious.
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